DOCUMENT RESUME

ED 282 049 CE 047 206

AUTHOR Abrillo, Harry
TITLE Conditions of Employment of Technical/Vocational Teachers.
PUB DATE May 87
NOTE 76p.; Paper presented at the Regional Workshop on Technical/Vocational Teacher Training (Chiba City, Japan, May 11-22, 1987). Tables 2 and 3 contain broken type. Shaded bar graphs will not reproduce clearly.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Comparative Analysis; *Compensation (Remuneration); Employment Level; Employment Qualifications; Foreign Countries; Fringe Benefits; Job Satisfaction; Professional Recognition; *Quality of Working Life; Retirement Benefits; Rewards; Salaries; Secondary Education; Teacher Qualifications; *Teaching Conditions; *Technical Education; Tenure; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS *Asia (Southeast); India; Indonesia; Malaysia; Singapore; Thailand

ABSTRACT

A study examined the job requirements and working conditions of vocational and technical education teachers (VTETs) in India, Indonesia, Malaysia, Singapore, and Thailand. Data were gathered (1) from published materials and interviews with officers and staff of concerned agencies and (2) from a project-developed questionnaire that was administered to 109 VTETs in the five targeted countries as well as 21 VTETs from Maldives, Papua New Guinea, the Philippines, Sri Lanka, Tonga, Vanuatu, and Western Samoa. In all of the countries examined, VTETs assume any one or all of the roles of teacher, designer, and administrator. Within each country, however, VTETs are split into two camps--the education camp, which is usually under the Ministry of Education, and the training camp, which is usually administered by the Ministry of Labor. The education camp gives more premium to academic qualifications, whereas the training camp prizes industrial work experience more highly. Only in very rare cases did VTETs enjoy extra privileges compared with other bureaucrats (as in Indonesia, where VTETs working under the Ministry of Labor get free housing). Private industry in the countries studied paid from two to five times more than did the government for workers with the qualifications required of VTETs, and career growth also appeared to be faster in the private industries. Most VTETs surveyed were satisfied with their jobs, primarily because of job content, friendly interpersonal relations, and job stability and security. Sources of job dissatisfaction included salaries and fringe benefits, work environment, and physical facilities. (Appendixes include the survey instrument and seven tables detailing the data obtained for each of the countries studied.) (MN)

ED282049

APSDEP

MOL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

REGIONAL WORKSHOP

ON

TECHNICAL/VOCATIONAL TEACHER TRAINING

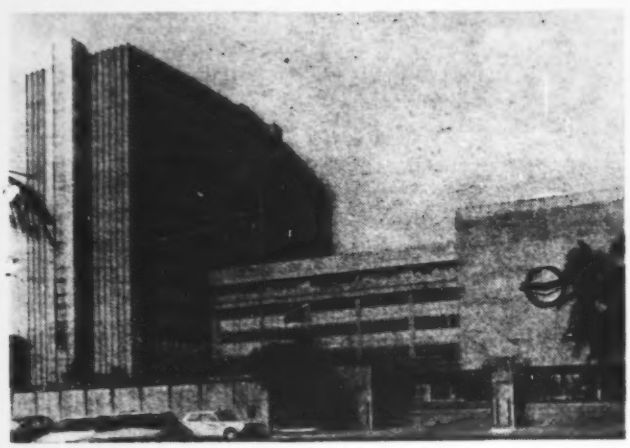
(11-22 May 1987 : Chiba City, Japan)

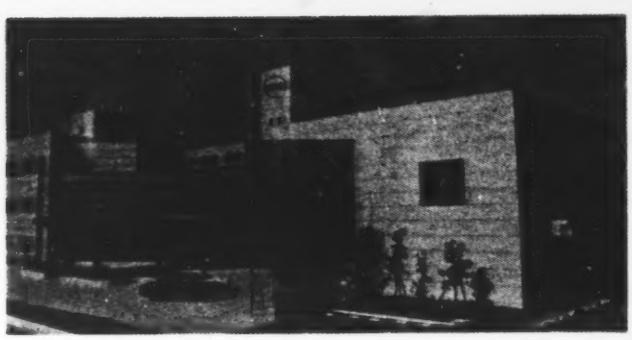
CONDITIONS OF EMPLOYMENT OF TECHNICAL/VOCATIONAL TEACHERS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H Abrillo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."





CE047206

Organized by the Asian Development Bank, Manila, Philippines in association with the Asian and Pacific Skill Development Programme (APSDEP) and the Government of Japan

BEST COPY AVAILABLE

Resource Paper

REGIONAL WORKSHOP ON TECHNICAL/VOCATIONAL TEACHER TRAINING

CONDITIONS OF EMPLOYMENT OF TECHNICAL/VOCATIONAL TEACHERS

HARRY ABRILLO

This paper is circulated as submitted by the author. The views expressed are those of the author and do not reflect the policies of the organizers of the Workshop.

CONTENTS

		Page
I.	Introduction	
	A. Background	1
	B. Objectives of the Study	2
	C. Scope, Methodology and Limitation	2
II.	Review of Existing Job Requirements and Conditions of Employment of Technical/Vocational Teachers and Instructors (TVTIs) in Selected Countries	4
	A. The Institutional Setting	4
	B. General Job Requirements of TVTIs	7
	C. Employing Authority, Employment Status and Tenure	9
	D. Working Time and Leaves	11
	E. Salaries, Allowances and Other Sources of Income	11
	F. Welfare Schemes	13
III.	Attitudes and Perceptions of TVTIs Toward Their Job and Conditions of Employment: Some Preliminary Survey Results	14
	A. Profile of Respondents	14
	B. Attitudes Toward the Job and the Organization	16
	C. Perceptions on the Teaching Environment	18
	D. Perceptions on Salaries and Fringe Benefits	21
	E. Comments/Suggestions from the Survey	23
IV.	Analysis and Conclusions	29
	A. The Situation in Perspective	29
	B. Synthesis of Survey Results	30
	C. Agenda for Action	36

Appendices

Appendix I — Survey Questionnaire
Appendix 2 — India: Summary of Survey Results
Appendix 3 — Indonesia: Summary of Survey Results
Appendix 4 — Malaysia: Summary of Survey Results
Appendix 5 — Singapore: Summary of Survey Results
Appendix 6 — Thailand: Summary of Survey Results
Appendix 7 — Others: Summary of Survey Results

JOB REQUIREMENTS AND CONDITIONS OF EMPLOYMENT OF TECHNICAL/VOCATIONAL TRAINERS AND INSTRUCTORS IN SELECTED COUNTRIES

I. Introduction

A. Background

The underlying pressures which tend to put technical and vocational education and training (TVET) high on the human resource development agenda of almost every nation are economic, social and political in nature. On the one hand, the need to develop and stock a wide spectrum of skills to meet the constantly changing manpower requirements of industries is always there. Thus, the never-ending acrimonious debate between liberal education versus the job-oriented curricula designed to better match the output of the educational system vis-a-vis the demands of the labor market. On the other hand, there is the spectre of rising unemployment and the nagging pressure to provide access to employment particularly to certain specific groups such as the out-of-school youth, women, cultural minorities and migrant workers. The implicit assumption is that technical and vocational training improves one's chances of getting a job than when one is without it. And precisely because the job-seekers and the employers are major political constituencies, politicians invariably consider TVET as potent political tools. Thus it is not unusual in many countries to hear of technical schools or vocational training centers mushrooming even without adequate preparation and justification except political expediency. Considering all these pressures, TVET is likely to assume an increasingly important role in the coming years.

The burden of meeting the high expectations of various sectors from TVET fall to a great extent on the shoulders of the technical/vocational trainers and instructors (TVTIs). Not only is there a need to produce the right quantity of graduates but the right quality as well. Perhaps it could be safely assumed that the variability in the quality of technical and vocational graduates is dependent more on the knowledge, skills and attitudes of the TVTIs than on any other factor. The best curricula, physical facilities, and support materials do not automatically guarantee quality education and training without the "intervention" of competent and highly motivated TVTIs. Yet the common problem of technical and vocational institutions is that they cannot seem to attract and maintain the right number and the right kind of TVTIs. This problem is felt more acutely in some countries such as Thailand and Malaysia than in others. So perhaps it is time to take a look at how the TVTI's are "treated" in the first place. After all, they also have economic, professional, social and, even, spiritual needs that have to be satisfied. This is the main concern of this paper.

B. Objectives of the Study

On the assumption that TVTI's are indeed critical factors in the success of any TVET programs, the primary objective of this study is to examine the existing job requirements and conditions of employment of TVTI's in selected countries and the attitudes and perceptions of the TVTI's themselves towards the job and the conditions of their employment. It is hoped that through this study, a lively and meaningful discussion would ensue during the workshop which could lead to some policy and program recommendations designed to enhance the conditions of employment of the TVTIs.

In addition, this study also aims to identify areas for further research and investigations specifically with regard to the conditions of employment of TVTI's in relation to performance of TVET systems in various countries.

C. Scope, Methodology and Limitation

A survey on job requirements and conditions of employment of TVTIs was conducted in five selected countries, namely: India, Indonesia, Malaysia, Singapore, and Thailand. Other countries were sent survey questionnaires but not actually visited. Nevertheless, the salient characteristics of the selected countries as shown in Table 1 are varied enough which somehow make their experiences representative of, and relevant to, many other developing countries.

Table 1
SALIENT FEATURES OF SELECTED COUNTRIES

Country	Land Area (1000 sq.km.)	Population (Million)	Per Capita GNP (US$)	Education as % of Public Expenditures
India	3,288.0	785.0	220.0	6.2
Indonesia	1,919.0	168.4	540.0	9.4
Malaysia	329.3	15.8	1,574.0	13.0
Singapore	0.6	2.6	5,847.0	12.5
Thailand	514.0	52.8	579.0	26.3

Source: Asia 1987 Yearbook, Far Eastern Economic Review, 1987.

The survey consisted of two parts. The first was a review of the existing job requirements and conditions of employment of TVTI's in the sample countries. Information were gathered mainly from published materials and through interviews of officers and staff of concerned agencies. Information obtained from interviews may not be very accurate due to several reasons particularly language problem. Readers of this

paper are, therefore, encouraged to point out inaccuracies. The review was not meant to be comprehensive and detailed; the intention rather was merely to highlight the major differences or similarities of the conditions of employment of TVTIs in the selected countries.

The second part of the survey was conducted through the use of questionnaires (Appendix 1) which were distributed to the TVTIs. The intention here was precisely to find out from the TVTIs themselves their own attitudes and perceptions toward their job and the conditions of their employment. The survey, however, was not as statistically rigorous as it should have been due to time and cost constraints. More specifically, the questionnaire was not pre-tested, the sample size was small and drawn only from few institutions, and no definite sampling procedure was specified and followed. In addition, respondents particularly in Indonesia and Thailand encountered difficulty with the English language. This could have affected the accuracy of their responses. Inspite of all these limitations, however, the survey is deemed useful because the objective is not to come up with definite conclusions but simply to find some leads or indicators of concern which could serve as starting points for discussion and further investigation.

A total of 130 questionnaires were accomplished and distributed as follows:

	No.	%
India	22	16.9
Indonesia	22	16.9
Malaysia	21	16.2
Singapore	18	13.8
Thailand	26	20.0
Others*	21	16.2
Total	130	100.0%

* Others include Maldives (3), Papua New Guinea (1), Philippines (5), Sri Lanka (3), Tonga (1), Vanuatu (7) and Western Samoa (1).

In order to facilitate and simplify the analysis and comparison, the frequency counts in the various categories were expressed into a single index number for each item. The index number is simply the weighted average of the responses. The method of computing the indices is shown in Appendix 2.

The conclusions drawn from this study should be considered, at best, as preliminary and tentative due to the above-mentioned limitations of the data sources.

II. Review of Existing Job Requirements and Conditions of Employment of TVTIs in Sample Countries

A. The Institutional Setting

Among the sample countries in this study, and perhaps this is also true in many other countries, the responsibility for TVET is vested in more than one agency. The reason for this is the apparent consensus among policy makers and educators on the dichotomy between "education" and "training". It is generally agreed upon that one has different purpose, orientation, content, and requirements from the other. The differences are more clearly defined in Table 2. Because of these distinctions, the task of education (including technical and vocational) is ordinarily placed under the Ministry or Department of Education while that of training (including technical and vocational) under the Ministry or Department of Labor. In both agencies, TVTIs are employed and their job requirements and conditions of employment vary somewhat. TVTIs under the "education camp" are generally referred to as teachers and instructors, lecturers, and, sometimes, professors in the case of colleges and universities offering engineering and engineering technology courses. Those under the "training camp" are generally known as instructors, trainers, training officers, and lecturers. It is not unusual, however, to find TVTIs cross boundaries from one camp to the other. Unfortunately at the national level, the existence of a "bridge" connecting the two camps is more of an exception than the rule.

To put this study in better perspective, it would be useful to review very briefly the institutions involved in both TVET.

India. Vocational education is a major function of the Department of Education of the Ministry of Human Resource Development implementation of the vocationalization program in 1976. In 1986, there were some 6,800 vocational teachers handling the post-secondary courses in the vocational courses in the vocational stream alone. Under its new National Education Policy, the government aims to increase the share of post-secondary enrolment in the vocational stream from the present 2.5% to about 10% in 1990 and 25% by 1995.

Technical and vocational training is also being undertaken by some 1,447 Industrial Training Institutes/Centers of which 719 belong to government and 728 are private. These institutions/centers have a total sanctioned seats of about 264,000 employing about 21,300 TVTIs. The government institutes are under the general supervision of the Ministry of Labor.

Indonesia. The Directorate of Technical and Vocational Education of the Ministry of Education and Culture is responsible for the development and administration of technical and vocational schools. In 1983, there were some 28,400 technical teachers in 973 junior and senior secondary schools and some 21,800 vocational teachers in 1,020 vocational schools throughout the country.

Table 2.

A COMPARISON OF BASIC CONCEPTS OF DEVELOPMENT, EDUCATION AND TRAINING

	Development	*Education*	*Training*
Definition	The Process of growth by which an organization (nation or enterprise) expands the number or modernizes the nature of its activities.	Learning or acquiring orderly, logical systems for processing new information.	The process of affecting change in an individual human's behavior often applied to the acquisition of limited, job-related skills
Purpose	Assures organizations of available manpower, technology, and equipment to meet previously established goals.	Provides knowledge, skills, and values needed for successful living with the culture, plus the ability to deal effectively with new data and changing conditions.	Supplies the specific skill, knowledge, or attitudes needed to meet goals of organization (usually performing specific tasks within specific productivity standards)
Expected Outcome	The Organization will engage in a new process or product; will also acquire systems, material and manpower to keep the process operative.	A human (or group of humans) who continuously acquires and effectively processes new information.	A human (or group of humans) who can perform a specified task to specified standards in order to meet predetermined goals.
Scope	Complex sets of tasks and requirements of the entire economy or major subsections.	Deals with a complex set of attitudes, skills, and values.	Deals with specific tasks for subjects.
Relationships	Consultative and Administrative interfaces by goal-setters, manpower planners sociologists, and educators.	Same as development, plus learner/teacher relationships covering the stimulus-response cycle.	Same as education, plus interfaces with the immediate manager, trainees, and training specialists.
Responsibility	Leadership of nation, agency, sector, or enterprise, special burdens rest on manpower planners.	Same as development; special burdens rest on ministries of education and academic administrators	Leadership at all levels of the organization, special burdens rest on the immediate managers of trainees and on all types of training specialists
Time Frame	Deals with projected needs on both a long-term and short-term basis	Long-term orientation, dealing with future application of current learning.	Deals with current needs and immediate application, short-term orientation is normal.

Source: Miller, Vincent A., "The Guidebook for International Trainers in Business and Industry", American Society for Training and Development, (Van Nostrard Reinhold Company: New York), 1979

The Directorate of Manpower and Placement of the Ministry of Labor on the other hand conducts technical and vocational training throughout the country. It also provides Mobile Training Units to the more remote areas. From 1979-1984, the Ministry of Labor trained some 282,500 workers. In 1985, it employed about 1,989 vocational instructors.

Malaysia. The responsibility for TVET is shared among various government agencies and private organizations. The Technical and Vocational Education Division of the Ministry of Education operates 9 technical schools employing about 350 technical teachers and 27 vocational schools with about 870 vocational instructors. The Ministry of Labor, on the other hand, undertakes various technical and vocational training through its Industrial Training Institutes employing some 550 training officers and instructors. Technical and vocational training are likewise undertaken by other agencies such as the Ministry of National and Rural Development, Ministry of Youth, Culture and Sports and a number of public and private corporations.

Singapore. The Ministry of Education is responsible for technical education at the secondary and pre-university levels. Two polytechnics, under the supervision of the Ministry of Science and Technology, offer post-secondary technical courses. In 1985, they employed about 1,633 teachers (technical and non-technical excluding part-time).

The Vocational and Industrial Training Board (VITB), a statutory body established in 1979, is responsible for all vocational industrial training and continuing education programs in the country. It runs 16 training institutes and offers full-time and part-time training programs in about 50 courses. In 1985, it employed about 1,686 training officers and instructors.

Thailand. TVET is under the administration of several ministries. The Ministry of Education undertakes technical and vocational education through the Institute of Technology and Vocational Education (ITVE) for technician training and the Department of Vocational Education (DOVE) which is responsible for some 13 schools which likewise offer technical-level courses. The King Mongkut Institute of Technology (KMIT) under the University Board also offer technical training in various levels. It is estimated that there are about 4,800 technical teachers in the public formal education system in Thailand today.

The National Institute for Skills Development (NISD) under the Department of Labor of the Ministry of Interior, on the other hand, was established in 1969 to provide pre-employment training for out-of-school youth, upgrading training for skilled workers who already work in industries, and foreman-and trainers-training courses.

B. General Job Requirements of TVTIs

It is difficult to go into the details of the job requirements of TVTIs in each of the sample country because of the wide diversity of programs being offered, of objectives to be achieved, of tasks to be performed, and of qualifications to be met and enforced. For the purposes of this paper, it is deemed sufficient to simply come up with a generalized description of the job requirements of TVTIs.

Programs and Objectives

Programs in TVET may be broadly classified into two: formal and non-formal. The "formal" refers to the technical and vocational courses undertaken within the formal school system. At the secondary level, technical/vocational education is integrated as part of a general secondary curriculum. At this level, the objective is mainly to provide the students general appreciation of the differentiated roles of science and technology, the humanities and social sciences. The exposure to technical/vocational fields are more theoretical than practical. In cases where technical/vocational education is a separate stream (both at secondary and post-secondary level) the main objective is to provide the students with sufficient knowledge and skills to enable them to find employment or engage in gainful self-employment. The course content normally deals not with a specific "vocation" but with a" family of vocations".

The "non-formal" refers to technical and vocational training outside of the formal school system. A wide variety of programs with duration ranging from a few weeks to one year or even two years are normally offered which include pre-employment training for the out-of-school youth, upgrading training for the employed, trainers training and specialized training for foremen and supervisors. In all cases, the primary objective is to provide the trainees with immediately employable skill in a specific trade. It is thus more of "how to's" than "why's".

Tasks of TVTIs

The tasks that TVTI's perform in the formal and non-formal sectors differ in content, method, and orientation. In general, their tasks are similar in nature.These may be broadly classified as follows:

- o conducting classes
- o designing curricula or developing programs
- o administering the training function

The proportion of time devoted to each of the above functions ordinarily depend on the rank of the TVTI. For instance, a Vocational Instructor in India performs the following tasks:

- imparting theoretical and practical training to craftsmen trainees in the respective trades;
- setting training objectives and suggesting changes required in the syllabus;
- preparing instructional materials;
- maintaining performance record of the trainees.

An Assistant Training Officer, a step higher in rank, performs the following tasks:

- imparting theoretical and practical training to the craft instructors or higher level trainees;
- designing the syllabi and preparing training materials;
- evaluating the trainees and maintaining performance record.

A Training Officer performs the same tasks as the Assistant Training Officer but, in addition, he also supervises the latter's work and those of the Vocational Instructors.

The tasks performed by TVTI's in other countries are very similar, with some additions such as:

- acting as class tutor;
- acting as liaison with outside bodies in the development of his subject areas;
- assisting in routine departmental administration.

Department Heads are charged with:

- setting and maintaining teaching standards;
- guiding and counseling students and staff in the department;
- preparing annual staffing and budget for the department.

A TVTI may perform one or all of the above tasks. But in general, the higher the rank the lower the teaching duties and the higher the design and administration responsibilities.

General Qualifications

To be able to carry out the above tasks, the TVTIs must possess certain minimum academic preparation and work experience. Again, the qualifications of TVTIs are very similar among the sample countries. The usual requirement is a secondary education with a 2-year post-secondary certificate (including pedagogy) or 3-year diploma course. Ideally, minimum actual work experience of 3-5 years is required. In practice, however, this is not observed specially when an acute shortage of TVTIs is experienced. In Malaysia for instance, many of its instructors start with zero skill (that is, no practical work experience).

In some countries, practical work experience may substitute for lack of education. In the case of Thailand, a primary education graduate may be recruited as vocational instructor if he has at least 10 years practical experience in industry, 8 years if he is a Technical Certificate holder, or 6 years if he is a Technical Diploma holder.

At the other end, many TVTIs are Bachelor's degree holders and some are even Master's degree holders. Prior to teaching they are usually given at least 6 months training in pedagogy. There are more Bachelor's/Master's degree holders in the formal than the non-formal sector.

Another way of specifying the qualifications of the TVTIs is in terms of knowledge and skills that they should possess in order to cope with the multifaceted tasks of teaching, designing, and administering, and even consulting. Table 3 shows the minimum training requirements for each task. It would be useful to keep this in mind.

C. Employing Authority, Employment Status and Tenure

With the exception of India, most of the TVTIs are employed by the central government. Permanent appointment ordinarily follows after one to two years of probationary period after which tenure is guaranteed. TVTIs employed by private institutions are governed by the provisions of the civil service act or the employment act of their respective countries which likewise guarantee tenure upon permanent appointment although many are on contract basis.

India. Majority are employed by the State Government although some are with the central government and with private institutions. For those in the public sector tenure is guaranteed upon permanent appointment usually after a probationary period of two years but which can be confirmed only if there is vacancy.

Indonesia. Most are employed by the central government and are considered as government officials. Those in private institutions are governed by regulations which, likewise, guarantee tenure and make dismissal of employees extremely difficult.

Malaysia. Those with the government (central and state) are considered as public servants. Tenure is guaranteed by law upon permanent appointment generally after probationary or attachment period of 1-3 years but subject to existence of vacancy. Those in private institutions are covered by provisions of employment ordinances.

Singapore. A great majority are employed by the central government and are considered as government officials. Tenure is guaranteed by provisions of the Employment Act upon permanent appointment.

Thailand. Majority are employed by the central government and are considered as civil servants with tenure guaranteed by the Civil Service Act upon permanent appointment ordinarily after a six-month probationary period. Regular government employees are of two types: the civil servants and the permanent. The former are those with the necessary civil service qualifications while the latter do not have such qualifications but nevertheless a regular employee.

Table 3

DEVELOPING THE TRAINING SPECIALIST

*Will the specialist conduct training?**	*Minimum Requirements*	*Worthwhile Enrichments*
The specialist's training should include:	Behavioral objectives Learning theory Reinforcement theory Listening skills Questioning skills Discussion leading Lecture and demonstration Job instruction training	Case methods In-basket Sensitivity training Use of media Open classroom Incident process Action maze Roleplaying
Will the specialist design training?*	***Minimum Requirements***	***Worthwhile Enrichments***
The specialist's training should include:	Behavioral objectives Learning theory Reinforcement theory Questioning techniques Feedback systems Logical outlining Use of media Discussion leading Case methods Job instruction training	Conference design Programmed instruction Open classroom Incident process In-basket Critical incident Writing skills Roleplaying
Will the specialist administer training?	***Minimum Requirements***	***Worthwhile Enrichments***
The specialist's training should include:	Planning skills Organizing skills Listening skills Writing skills Questioning skills Speaking skills Discussion leading	Sensitivity training Organization Development All skills listed for conductors and designers
Will the specialist be a consultant?	***Minimum Requirements***	***Worthwhile Enrichments***
The specialist's training should include:	Listening skills Questioning skills Reinforcement theory Sensitivity training Problem-solving skills Performance analysis	Organization Development Speaking skills Writing skills All skills listed for the other three roles

*When training people who design and conduct training, stress applications rather than knowledge. At least 50% of training time should go to workshops and clinics.

Note Do not train people in skills which they cannot use for their organization. Such "educational overkill" is detrimental to the training function, to the specific training programs, and, above all, to the person who acquires behaviors that will never be used.

Source: Miller, Vincent A., "The Guidebook for International Trainers in Business and Industry", American Society for Training and Development, (Van Nostrand Reinhold Company: New York), 1979.

D. Working Time and Leaves

On these aspects, some differences were observed among the sample countries. Although in all cases legal holidays are fully paid, the number of paid leaves vary. Those in the formalschool system enjoy vacation leaves following the school calendar although they are encouraged to spend this time in professional development activities. No data about those in the private institutions.

India. Average working time is 42 hours per week. All 16 national holidays are fully paid. A casual leave of 12 days per year is also given. In addition, 30 days of earned leave is given to each government employee which is convertible to cash after retirement.

Indonesia. Average working time is not more than 40 hours per week. All national and special public holidays are fully paid. A 12-day of casual leave is given per year. No limit on paid sick leave.

Malaysia. Average working time of 35 hours per week for those in the formal school system. 14 paid holidays per year if no hospitalization is required otherwise up to a maximum of 60 days is allowed.

Singapore. Standard working time is 44 hours per week. All national and special public holidays fully paid. Eleven (11) days of vacation leave entitlement per year. Sick leave of two weeks per year.

Thailand. Average working time of 40 hours per week. All 13 national holidays fully paid. Ten (10) days of vacation leave per year regardless of years of service; 30 days of sick leave, but up to 120 days is fully paid if hospitalization is required.

E. Salary, Allowances, Overtime and Other Sources of Income

It is on these aspects of working conditions that significant variations can be noted. Although all salary scales are fixed statutorily and apply throughout the country, the minimum and maximum vary considerably per country and appear to be correlated with the country's level of economic progress. The main similarity is that in all cases it takes between 15-20 years to reach the maximum. The salary level of TVTI's in the public sector is generally better than its private sector counterpart. However, when compared to private industries, the latter pays 2 to 5 times more for the same qualifications. The other income-related benefits likewise differ significantly from country to country.

India. The lowest vocational instructor receives Rs.1,400 (US$110) a month with an automatic increment of Rs.40 per year which increases to Rs.60 in about 15 years. The maximum for this rank is Rs.2,600 (US$204). The Deputy Director for Training who still handles some teaching load has a minimum of Rs.3,000 ($235) and a maximum of Rs.4,000 ($353) per month with annual increment of Rs.100-125 every year. Cost of living allowance is given as percentage of salary.

Residential allowance also given depending on rank based on percentage of salary. Part-time work outside is allowed only with Ministry approval but not more than 4 hours per week. Leave travel concession provides train fare for all members of family to hometown once every 12 years or once in 4 years if cumulated and travel is anywhere within India.

Indonesia. Entry level salary is based on academic qualification. A senior technical high school graduate hired as vocational instructor after the necessary training starts with a rank of II-A at Rp55,500 ($34) per month with a maximum of Rp171,000 ($105) which will be attained after about 16 years. Supervising instructor with a Bachelor's degree starts with a minimum salary of Rp81,000 ($50) up to a maximum of Rp200,200 ($123). The highest in the government salary scale is Rp265,600 ($164). Vocational instructors under the Ministry of Labor are given free housing. In addition, they are also entitled to 10 kg. of rice per member of family up to a maximum of 50 kg. per month. Overtime work is paid up to the rank of III-A. Honorarium of Rp1,00 per lecture hour is given for in-plant training assignment. Part-time teaching in other institutions is allowed.

Malaysia. A vocational instructor with secondary education plus two-year training (T3 qualification) gets a minimum of M$505 (US$204) up to a maximum of M$1,145 (US$462) per month. A technical instructor with a Bachelor's degree (D,-Honors) gets a minimum of M$1060 (US$427) up to a maximum of M$2,345 (US$946) per month. Cost of living allowance is given for lower level category. Overtime work is not paid.

Singapore. A Workshop Instructor (Grade IV) starts with a minimum monthly salary of S$400 (US$198) and may go up to a maximum of S$890 (US$440) with an annual increment of S$20. At the higher end, a Principal Training Officer gets a minimum of S$2,675 (US$1,324) up to a maximum of S$3,550 (US$1,757) with an annual increment of S$125. Allowances for cost of living and transportation are provided depending on rank. Overtime is paid but not more than 72 hours per month.

Thailand. Instructors with the lowest qualification level (Technical Certificate) start with a minimum salary per month of ฿2,765 (US$108) up to a maximum of ฿3,535 ($138). Permanent employees recruited from industry start with a minimum of ฿3,745 ($146) per month. Many of the instructors earn as high as ฿9,385 ($371). The maximum salary for the whole government structure is ฿17,745 (US$692). Annual increments in salary is automatic and the value depends on rank. Cost of living allowance of ฿270 per month is given to employees receiving less than ฿4,800 month. Housing allowance is given only when the employee is transferred from initial place of assignment of work. Overtime work is allowed and paid. Part-time teaching after office is also allowed.

F. Welfare Schemes

In all of the sample countries, some form of welfare or provident schemes for TVTI's are being provided as part of the national scheme. The range of employees contribution varies from zero to 25% of salary. The corresponding benefits are equally divergent among the five countries.

India. A provident scheme is being provided by the government which covers retirement plan, insurance benefits for sick and disabled and death benefits for survivors. Upon retirement, an employee gets a lump sum plus pension the amount of which is based on the latest salaries. Sickness benefit is up to 360 days. Unused sick leaves are convertible to cash upon retirement. No contribution from employees.

Indonesia. A compulsory social insurance scheme is being implemented which covers accident and life insurance as well as savings plan which is payable upon retirement at age 55. Employees contribution is 2% of salary.

Malaysia. A pension scheme for public servants and their families are in effect. Various categories of retirement benefits include service pension, service gratuity, disability allowance, derivative pension, derivative gratuity, and dependents' pension. Retirement is compulsory at the age of 55.

Singapore. A comprehensive compulsory savings plan called the Central Provident Fund is being implemented by the government to ensure that employees are not destitute in old age or in case of disability. The scheme requires 25% employee contribution up to a maximum of S$1,500 per month and employer counterpart contribution of 10% up to a maximum of S$600 per month. The benefits include lump sum withdrawal at the age of 55 plus continuing income under the Minimum Sum scheme; Home Protection Insurance which provides waiver of housing installments when member dies; hospital expenses before and after retirement under the Medisave scheme; housing benefits under the Approved Residential Properties scheme; and investment privileges under the Approved Non-Residential Properties scheme.

Thailand. Government employees are covered by special civil service retirement plan. Benefits include lump sum payment upon retirement for permanent employees and lump sum, or monthly payment for civil servants; disability and death benefits; and medical and hospital expenses benefits. No contribution from employees.

III. Perception and Attitudes of TVTIs Towards Their Job and The Conditions of Their Employment: Some Preliminary Survey Results

The preceeding section outlines the conditions of employment of TVTIs in the form of national legislations or organizational policies and regulations in their respective countries. This section presents some indicators on the TVTIs' attitudes and perceptions towards such conditions of employment. To the extent that their attitudes and perceptions are clearly positive, then there is not much to worry about. The fact, however, is that on many aspects of their job and conditions of employment their attitudes and perception are not very favorable. Perhaps, then, this is one area that should be looked into in trying to analyze the common problem in many countries of not being able to get the right number and the right kind of TVTIs at the right time.

A. Profile of Respondents

Majority of the respondents belong to the "training camp" rather than the "education camp" because the contact agencies in the survey were the APSDEP focal points which are mostly under the Ministry or Department of Labor in each country. In the case of Malaysia, however, half of the respondents were technical/vocational teachers under the Ministry of Education while in Thailand, about half came from the King Mongkut Institute of Technology under the University Bureau. The implication of this sampling distribution is that the survey results reflect more of the prevailing sentiments of TVTIs employed in the technical and vocational training under the Ministry of Labor which are not necessarily similar to those working in the technical/vocational education under the Ministry or Department of Education. Table 4 presents a summary profile of the respondents.

Table 4
PROFILE OF RESPONDENTS

Characteristics	Total		India	Indo	Mal	Sin	Thai	Others
1. Age	130	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
25	8	6.2	4.5	0.0	0.0	16.7	3.8	13.4
26-35	53	40.8	18.2	50.0	14.3	50.0	61.6	47.6
36	69	53.0	77.3	50.0	85.7	33.3	34.6	38.1
2. Sex	130	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Male	112	86.2	95.5	95.5	100.0	50.0	84.6	85.7
Female	18	13.8	4.5	4.5	0.0	50.0	15.4	14.3

Characteristics	Total		India	Indo	Mal	Sin	Thai	Others
3. Civil Status	130	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Married	106	81.5	90.0	100.0	95.2	72.2	82.6	76.2
Single	24	18.5	9.1	0.0	4.8	27.8	17.4	23.8
4. Education	130	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Certificate	56	43.1	36.4	22.8	57.1	33.3	19.2	47.6
Diploma	27	20.8	31.8	13.6	9.6	27.8	26.9	14.3
Bachelors/MS	47	36.1	31.8	63.6	33.3	38.9	53.9	38.1
5. Specialization	130	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Civil	29	22.3	4.5	50.0	23.8	11.1	19.2	23.8
Electrical	15	11.5	9.1	9.1	14.3	5.6	15.4	14.3
Electronics	13	10.0	9.1	9.1	14.3	22.2	0.0	9.5
Mechanical	47	36.2	59.1	18.2	28.6	16.7	50.0	38.1
Others	26	20.0	18.2	13.6	19.0	44.4	15.4	14.3
6. Contact Hours	130	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
15	39	30.0	18.2	36.4	47.6	27.8	34.6	14.3
16-25	40	30.8	18.2	40.9	23.8	55.5	19.2	33.3
26	51	39.2	63.6	22.7	28.6	16.7	46.2	52.4
7. Work Experience	130	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
5	19	14.6	13.6	0.0	0.0	16.7	26.9	28.6
6-15	62	47.7	13.6	77.3	47.6	38.9	50.0	57.1
16	49	37.7	72.8	22.7	52.4	44.4	23.1	14.3

Majority of the respondents were male, married and middle-aged (more than 36 years old). This is particularly true for respondents from India, Indonesia and Malaysia. The respondents from Singapore, however, were much younger (between 26-35 years old); exactly half were women, and about 28% were single. A similar profile could be observed for Thailand with about 62% within the 26-35 years age bracket and 17% single.

Classified by educational attainment, about 43% of the respondents were certificate holders (secondary graduate with 1-2 years training in pedagogy and in area of specialization); about 20% diploma holders (secondary graduate plus 3 to 4 years training/schooling in area of specialization) and 36% Bachelor's and Master's degree holders. The most popular area of specialization is mechanical technology followed by civil technology and then by related subjects (i.e., English, Commerce, etc). The contact hours with students is almost evenly distributed among the three categories. Generally, department heads and senior

lecturers have teaching loads of less than 15 hours per week or none at all. In India and Thailand, the respondents appear to have more teaching hours than the other countries. This seems to confirm the impression gathered from interview that these countries have quite a serious shortage of TVTIs. The profile in terms of length of work experience expectedly follows that of the age profile.

It is important to take note of these demographic and professional characteristics because we know that they affect one's outlook, attitudes, perceptions and aspirations. It would be interesting to have done some sub-sample analysis, e.g., attitudes by sex, or by specialization, or by age, except that the limited sample size per country would not make the conclusions statistically defensible. Suffice it to say that for the purposes of this study, these factors are taken into consideration in interpreting the results.

B. Attitudes Toward the Job and the Organization

The TVTIs in their various capacities perform one or all of the roles of conductor or facilitator of the learning experience, of designer of training programmes or curricula, and of administrator of the training function. How well they perform their respective roles largely depend on their attitudes towards their job and the organization they work for. These attitudes are presumed to be affected by the various dimensions that comprise the job itself — the job content, the opportunities for growth and creativity that it offers, the physical environment, the peers, the management, the reward system and the like. If the conditions obtaining in each of these dimensions are unfavorable, one could expect sub-optimum performance vis-a-vis the requirements of the job. This of course translates into poor quality of the program itself. In order to have some indications of the attitudes of the TVTIs, they were asked to rate the extent of agreement or disagreement in a five-point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to 15 statements which describe the various dimensions of the job. The responses were then tabulated for each statement. The index number for each statement indicates the average level of satisfaction of the respondents to that particular dimension of the job referred to. This was done for each statement and for each country. The results are summarized in Table 5.

The overall average for all respondents from the five countries is 72 index points. Exceeding this average are three countries led by Singapore (77) followed by Indonesia (75) and India (74). Falling below the average were Malaysia (68) and Thailand (67). Even without the benefit of formal statistical analysis to test the significance of the difference of average index points among the five countries (since we cannot assume the sampling as random and the distribution normal as discussed earlier), it appears that these differences are not very significant. However, looking at the figures in each item more closely, some significant variations can be noted.

India. Above-average satisfaction was noted on the aspect of job content inasmuch as the job provides opportunities to learn new skills and maximize the use of present skills. The job is also viewed as having good career prospects. Feedback on performance is also rated high. People on the job are friendly. The job also offers a feeling of

Table 5
SUMMARY OF RATING ON JOB SATISFACTION
(Indices, Maximum:100) a/

Job Dimension	India	Indo	Mal	Sing	Thai	Others	Ave
1. Overall satisfaction	76	85	75	87	74	75	79
2. Opportunity to learn new skills	82	86	77	83	77	79	81
3. Maximize use of skills	83	77	73	82	71	87	79
4. Clear career path	70	68	68	75	68	75	71
5. Not dead-end job	84	71	58	66	62	72	69
6. Clear requirements for promotion	67	72	58	74	72	64	68
7. Friendly interpersonal relations	82	85	78	74	65	85	78
8. Supervisory guidance	72	65	61	80	69	75	70
9. Concern for staff development	68	72	68	81	67	71	71
10. Feedback on performance	86	80	73	80	65	83	78
11. Adequate management support	65	76	65	80	65	67	70
12. Comfortable work area	60	62	71	64	51	61	62
13. Better salaries and benefits	52	67	48	71	51	54	57
14. Security on the job	84	79	75	84	72	75	78
15. Pride in the organization	81	78	75	80	70	78	77
Average	74	75	68	77	67	73	72

a/ Please refer to Appendix 2 for the method of computing the indices.

security. The lowest level of satisfaction appears to be on salary and fringe benefits, inadequate management support for them to do their job well, and less than comfortable work area. But on the whole, they are proud of the organization and generally satisfied with the job, though registering slightly lower than the overall average.

Indonesia. Respondents from this country are among the most satisfied. Above-average satisfaction was indicated for job content, interpersonal relations, management support and salary and fringe benefits. The last item is worth noting considering that their salary scale is far below relative to the other countries. It appears that the comparison they find relevant is the one within the country rather than with other countries. The least satisfaction was noted only on two items - supervisory guidance and physical work area. But by and large they take pride in the organization and are clearly happy on the job.

Malaysia. In contrast, respondents from Malaysia are among the least happy. Only in two aspects were the level of satisfaction above the overall average, namely: interpersonal relations and physical work area. The aspects of the job they are most unhappy about are: career prospects, requirements for promotion, supervisory guidance, management support, and salary and fringe benefits. Again, it is worthy to note the contrast with Indonesia. Inspite of Malaysia's much higher salary scale, the respondents feel unhappy about it probably because other organizations particularly the private sector pay much better. Despite these, however, they still feel some pride for the organization.

Singapore. The most satisfied so far are the respondents from Singapore. In almost all aspects of the job, they indicated above-average satisfaction relative to other countries, except in two areas: career prospects and interpersonal relations. Physical work area however got the lowest rating relative to its own priorities. Among the aspects of the job they are most happy about are: job content, supervisory guidance, management support, feedback on performance, staff development, and salary and fringe benefits (relative to other countries). On the whole, they are proud of their organization and very satisfied with their job.

Thailand. The respondents from Thailand appear to be among the best satisfied about the job in about the same level as those from Malaysia. Their level of satisfaction scored lower than the five-country average in all aspects except on the requirements for promotion. Relative to its own standard, the aspects of the job they are least satisfied about are: salary and benefits, physical work area, career prospects, management support, interpersonal relations and feedback on performance. Consequently, they don't appear to take much pride in their organization.

C. Perception on the Teaching Environment

In a broader sense, the conditions of employment of the TVTIs include the inputs and support elements with which they carry out the job. Assuming that they possess the requisite knowledge, skills and attitudes, the output can only be as good as the inputs would allow it

to be. To this extent, the quantity and quality of inputs and support elements influence the attitudes of the TVTIs towards the job. This proposition appears to be supported by the results shown in Table 6. For this part of the survey, the respondents were asked to rate the inputs on a 10-point scale starting with 1 as very poor and 10 as excellent. The overall average rating on teaching environment is 64 index points. Three countries exceeded the average, namely: Singapore (74), Indonesia (70), and India (67) Malaysia (58) and Thailand (53) fell below the average. The differences appear to be significant particularly when every item is examined and compared with the results in other countries.

India. The respondents expressed satisfaction on the quantity and quality of workshop equipment, workshop materials and on the relevance of the curriculum. They were less happy on the quantity of laboratory equipment although they seem to be satisfied with the quality, on the availability of laboratory materials, on the adequacy of staff development to update their competency levels as well as on the adequacy of management support. It would be careless however to generalize these observations for the whole of India since the respondents were teacher-trainer and teacher-trainees from the Advanced Training Institute only. Other conditions perhaps prevail in the other institutes or centers.

Indonesia. The respondents were quite satisfied with the quantity and quality of workshop equipment and materials, on the relevance of the curriculum and the adequacy of management support. They seem to be relatively less satisfied with regard to the quality of the student inputs, the adequacy of staff development, and the quantity and quality of laboratory equipment and materials. The ratings on these items are, however, still above the respective overall average for the five countries.

Malaysia. Except on the relevance of the curriculum, the ratings on all the other inputs and support elements are below the overall average for the five countries. Among the items they appear least satisfied with are the quantity and quality of laboratory equipment and materials, and the inadequacy of management support. They appear relatively less unhappy with regard to the quantity and quality of workshop equipment and materials and the adequacy of staff development.

Singapore. The respondents appear most satisfied on their teaching environment compared with their counterparts in the other countries. The ratings on all items exceeded the corresponding overall average. Relative to its own standards, however, they expressed concern on the quality of student inputs and the quality (not quantity) of workshop and laboratory equipment. They expressed most satisfaction on the availability of workshop and laboratory materials and on the adequacy of staff development.

Thailand. In contrast to Singapore, the respondents from this country rated all aspects of the teaching environment below the corresponding overall average. Relative to its own standard, they expressed relative satisfaction with regard to the availability of

Table 6

SUMMARY OF RATING ON TEACHING ENVIRONMENT

Inputs/Support Elements	India	Indo	Mal	Sing	Thai	Others	Ave
1. a. Quantity of workshop equipment	76	73	61	76	49	58	66
b. Quality of workshop equipment	79	72	58	72	52	62	66
2. a. Quantity of laboratory equipment	63	68	55	76	44	44	58
b. Quality of laboratory equipment	71	68	51	73	47	48	60
3. Availability of workshop materials	72	70	62	83	59	60	68
4. Availability of laboratory materials	57	68	53	77	56	44	59
5. Relevance of curriculum	73	70	71	73	56	76	70
6. Quality of student inputs	67	67	58	64	62	75	66
7. Adequacy of staff development	55	68	59	74	52	58	61
8. Adequacy of management support	60	71	56	69	55	71	64
Average	67	70	58	74	53	75	66

workshop and laboratory materials, relevance of curriculum, quality of student inputs, and the adequacy of management support. They expressed relative dissatisfaction on the quantity and quality of workshop and laboratory equipment and the inadequacy of the staff development program.

D. Perceptions on Salary and Fringe Benefits

Salaries and fringe benefits comprise one of the most important components in the terms and conditions of employment although not the sole determinant of job satisfaction. Beyond a certain level of adequacy (which varies from person to person), other factors become more important sources of satisfaction, following Maslow's theory on the hierarchy of needs. On the other hand, Herzberg considers salaries and fringe benefits among the dissatisfiers. This means that its absence or lack may cause one to be dissatisfied or unhappy but its presence does not necessarily guarantee high morale and productivity. Both propositions highlight the importance of salaries and fringe benefits as necessary, though not sufficient, condition for one to become highly motivated.

TVTIs in the sample countries were asked to rate each of the 20 items which generally are included in the salary and fringe benefits package using a five-point scale (Very Sufficient, Sufficient, Insufficient, Very Insufficient, None At All). The summary of results are shown in Table 7.

In general, the results conformed with what would ordinarily be expected: that the more prosperous the country, the more economic benefit it can afford to provide its employees. However, since perception is relative, the scores did not reflect proportionally the actual gaps in per capita income shown in Table 1. Singapore respondents expectedly gave the highest average rating on the sufficiency of salary and fringe benefits. The average ratings from the other four countries came close to each other with Indonesia and India at the bottom. It would be useful to look at the ratings given to its item more closely in each country.

India. Most respondents feel that the salary given them are insufficient. The same is true for the fringe benefits except on sick leave and retirement plan which they rated as almost sufficient. Considered insufficient are death benefits, medical benefits, insurance, housing program, and travel. The rest are either very insufficient or do not exist at all. Thus, on the whole, assuming the same weight for each item, the respondents considered their compensation package as close to very insufficient.

Indonesia. The respondents considered their salary as sufficient. Most of the fringe benefits however were rated as insufficient such as food allowance, vacation leave, sick leave, medical benefits, and housing program. It should be pointed out that the housing program which is provided free to vocational instructors under the Ministry of Labor was considered very sufficient by the recipients. However, some respondents were not from the Ministry of Labor and

Table 7
SUMMARY OF RATINGS ON SALARIES AND FRINGE BENEFITS

Item	India	Indo	Mal	Sing	Thai	Others	Ave
1. Salary	65	76	66	80	63	63	69
2. a. Transportation allowance	33	38	61	76	59	40	51
b. Food/Clothing allowance	34	67	49	48	52	42	49
c. Dependents' allowance	35	35	36	50	56	30	40
3. Vacation leave	56	56	70	81	64	72	67
4. Sick leave	76	59	80	81	74	69	73
5. Death benefits	65	52	43	61	61	42	54
6. Medical benefits	65	65	77	80	61	46	66
7. Insurance	65	53	34	52	39	31	46
8. Retirement plan	70	48	71	55	64	45	59
9. Credit facilities	41	35	52	52	60	34	46
10. Car plan	33	35	70	79	48	30	49
11. Housing program	56	56	72	81	38	29	55
12. Scholarship grants	36	37	50	78	52	45	50
13. Professional chairs	35	32	37	65	48	35	42
14. Educational loans	32	34	34	49	47	26	37
15. Merit/salary increase	29	51	36	74	52	43	48
16. Travel	57	47	45	60	57	43	52
17. Bonus	37	30	27	45	28	37	34
18. Opportunity for additional income	31	42	33	69	53	32	43
Average	48	47	52	66	54	46	52

therefore not entitled to the benefit. This explains the low ratings on the housing program. Other benefits were considered as very insufficient such as transportation allowance, retirement plan, insurance, death benefits, merit salary increase, and opportunities for additional income. The rest were not given at all. The total package is rated as close to very insufficient.

Malaysia. The respondents considered their salary as insufficient. Some benefits were however rated as sufficient particularly sick leave, medical benefits, housing program, vacation leave, and car plan. Considered insufficient were food/clothing allowance, credit facilities, and scholarship grants. The rest were rated as very insufficient or non-existent. On the whole, the salary and benefits package were rated as close to insufficient.

Singapore. Salary is considered as sufficient. In addition, quite a number of benefits were rated as sufficient, namely: vacation leave, sick leave, medical benefits, car plan, housing program, scholarship grants and transportation allowance. Considered insufficient were death benefits, retirement plan (low score due to 6 respondents who rated it none at all, the others rated it as sufficient), professional chairs, travel, insurance, credit facilities, and opportunities for additional income. The total package is rated as between sufficient and insufficient.

Thailand. The respondents considered their salary as insufficient. Likewise insufficient were a number of fringe benefits, namely: allowances, vacation leave, sick leave, death benefits, medical benefits, retirement plan, credit facilities, and travel. The rest are either very insufficient or none at all. The total package is rated as close to insufficient.

The respondents were then asked to pick out five of the fringe benefits listed which they considered most relevant to them and another five as least relevant. The first five items which were mentioned most (based on a frequency count) were then identified as either among the most or least relevant. The summary of results is shown in Table 8.

Three fringe benefits appear to be most popular among the respondents, namely: medical benefits, car plan, and housing program. There is no apparent consensus on the others. On the other hand, three benefits appear to be least popular, namely: insurance, credit facilities and bonus.

Caution should be taken in making conclusions from the foregoing survey results. From some of the questionnaires, it is quite evident that the respondents either were not aware that such benefits exist or that the meaning of some fringe benefits was not quite clear to them. It is possible, therefore, that if proper orientation and/or explanation were given the preferences would change for some of the items.

TABLE 8

PREFERENCES OF RESPONDENTS ON FRINGE BENEFITS

MOST RELEVANT FRINGE BENEFITS

FIRST CATEGORY*

- HOSPITALIZATION/MEDICAL BENEFITS
- RETIREMENT PLAN
- HOUSING PROGRAM
- CAR PLAN

SECOND CATEGORY*

- TRANSPORTATION ALLOWANCE
- VACATION LEAVE
- SICK LEAVE
- INSURANCE
- EDUCATIONAL LOAN
- MERIT SALARY INCREASE
- TRAVEL
- OPPORTUNITY FOR ADDITIONAL INCOME

LEAST RELEVANT FRINGE BENEFITS

FIRST CATEGORY*

- INSURANCE
- CREDIT FACILITIES
- PROFESSORIAL CHAIRS
- EDUCATIONAL LOAN
- TRAVEL
- BONUS

SECOND CATEGORY*

- VACATION LEAVE
- DEATH BENEFITS
- CAR PLAN
- HOUSING PROGRAM
- SCHOLARSHIP GRANTS
- OPPORTUNITY FOR ADDITIONAL INCOME

* First category includes those benefits most preferred (or least preferred) by the majority of respondents in 3 or more countries. Second category includes those benefits most preferred by the majority of respondents in 1 or 2 countries.

E. Comments/Suggestions From the Survey

Many of respondents particularly those who did not have serious difficulty with the English language took time out to express their comments/suggestions on matters related to their job and conditions of employment. When classified by topic and by country, certain commonality of concerns tended to emerge. It would thus be useful to take note of them. The following are verbatim quotations (including grammatical errors) of the relevant comments/suggestions. Most of them are self-explanatory.

On Salary and Fringe Benefits

- "My salary is very low, so I will make more my salary by doing other activities in welding because I realize that I can do weld not only in mild steel but also in another materials. From this skills, I will try to increase my salary." (Indonesia)

- "should be according to work performed not according to paper qualification." (Malaysia)

- "This is the main frustration. There is a vast difference in the pay structure for graduate and non-graduate staff teaching the same thing to the same students." (Malaysia)

- "salary and fringe benefits should be awarded based on productivity." (Malaysia)

- "Give good starting salary on successful completion of training." (Malaysia)

- "Salary and fringe benefits are insufficient as compared to the private sector." (India)

- "Salary is quite good -- enables to keep the body and soul together. No other benefits are provided. Don't mind because teaching is a noble profession." (India, private technical institute)

- "Salary and fringe benefits are adequate. A certain percentage in tailor-made programme fees and consultancy services, if started can supplement income. However, the important thing is to have higher and better pay scale." (India)

On Staff Development

- "I like my job very much but please the Chief has to think of opportunities for us, I want to improve my knowledge." (Indonesia)

- "Officers should be given the chance to leave government job (teaching) to join industries for experience and join government again at a later date without losing any benefits." (Malaysia)

- Scholarship and educational loan should be given to deserving officers irrespective of age." (Malaysia)

- "Program of training technical personnels should be developed and shared by employers." (Malaysia)

- "For trainers who are fully acquainted with appropriate knowledge, training methodology, etc., there should be opportunity to meet in seminars, workshops at least once in two years to go at different places to discuss bottlenecks, latest development in Training System in different countries and their remedial measures." (India)

- "The teachers should get encourage for writing books." (India)

- "In service training is needed to keep abreast with the latest technology." (India)

- "Organization must chalk out plans for personal career growth so that experienced and talented persons feel attracted to the training programs." (India)

- "should be increased according to rate of inflation." (Thailand)

- "salary of Thai official is very low." (Thailand)

On Promotion

- "Promotion to be awarded to officers who are capable, dedicated and not on qualification and seniority of service." (Malaysia)

- "Experience and skilled worker should be given top priority in promotion exercises in the area which involves more on technical and manual work, although they might also lack in academic qualification." (Malaysia)

- "Create all avenues for promotion - avoid all unwanted and irrelevant examinations." (Malaysia)

- "As long as there is no promotional opportunities for higher grade, insufficient salary and no recognition for blue collar jobs - it is difficult to attract one to become a trainer." (Malaysia)

- "Promotions to jobs must be based on merit and seniority and not race basis." (Malaysia)

- "Everybody must get promotion after every 5 years." (India)

- "Promotional scopes should be on ability and skills - not merely on the basis of degree/educational background." (India)

- "All promotions must be on merit, sincerely and honestly. There must be qualifying test for promotion." (India)

- "My job offers practically no chance for promotion or a big increment in salary unless the profession is changed, which is difficult due to unemployment problem." (India)

- "Role as Head of Department is not rewarding for there is no incentive for training officer performing higher grade of duty." (Singapore)

On Program/Curricula

- "Programs should follow demand of industry closely." (Malaysia)

- "Programmes to be modernized as per development of industries." (India)

- "There should be periodic review of programmes and policies to update them so that they same are more logical and relevant." (India)

On Facilities and Operating Systems

- "The conditions of working is very bad, the workshop is very old." (Thailand)

- "Too much bureaucratic system." (Thailand)

- "More aids, films should be provided to give better type of training." (India)

- "Equipment and materials are not easily obtained. There is too much red tape about getting something relevant to the course." (Malaysia)

- "The system used in distributing materials to the various workshops do not seem to be working well." (Malaysia)

On Management and Staffing

- "I feel that all policies and programmes are suitable for me and they support me." (Indonesia)

- "Technical trained staff should head technical service." (Malaysia)

- "Employ persons with interest in technical field." (Malaysia)

- "Administrators or Heads of Departments of technical institute must be technical people and not Arts graduate." (Malaysia)

- "Supervisory staff must have command over the training activities and should maintain a cordial relations with trainees." (India)

- "The management of organization is incorrect. The management for workshop has no ability, knowledge for management." (Thailand)

Miscellaneous

- "Don't make only questionnaire in the research paper. 'Please do it really'." (Thailand)

IV. Analysis and Conclusions

This study started on the premise that TVET is going to take an increasing importance in the face of rising unemployment (the out-of-school youth and the educated unemployed) in many developing countries and that the problem of getting the right number and the right kind of TVTIs at the right time will become more acute. It is therefore suggested that one way to gain some insights about the problem is to take a look at the job requirements and conditions of employment of the TVTIs.

A. The Situation in Perspective

It has been shown in the foregoing pages that the tasks the TVTIs perform in the sample countries are essentially the same in that they assume one or all of the roles of teacher, designer, or administrator. Within each country, however, TVTIs are split into two camps - the "education camp" usually under the Ministry of Education and the "training camp" under the Ministry of Labor. Following their institutional affiliations, some difference in the tasks of TVTIs may be noted precisely because one is more "education-oriented" and the other "training-oriented". Carrying out the objectives of the former entails more theoretical expositions than practical demonstrations and is mostly conducted in the classrooms than in the workshops; the reverse is true for the latter with the added dimension of ensuring close link with the job market. Consequently, the knowledge and skills required of the TVTIs differ in emphasis - the "education camp" gives more premium to academic qualifications while the "training camp" on industrial work experience. The ideal of course is for them to have both. But the problem is there are not too many of them available nor are there enough who intend to become TVTIs. There appears to be two stages to the problem -- attracting enough "vocations" to become TVTIs and keeping them happy once they are in so that they perform well and stay.

Since TVET is highly capital-intensive, it is being undertaken more by the government than by the private sector. It is no wonder then that a good majority of the TVTIs are employees either of the central or state government. A review of the existing terms and conditions of TVTIs showed that they are no special breed of people - they are treated just like any one else in the bureaucracy whose identity easily fades into obscurity. Only in very exceptional cases do they enjoy certain extra privileges such as free housing as in the case of TVTIs under the Ministry of Labor in Indonesia.

One who wishes to become a TVTI therefore has first to resolve the question of whether to work with a government institution or with the private sector. From discussion and interviews with TVET officials and staff held in the course of the survey, a consensus of opinions in this regard emerged. It was generally agreed that private industries pay two to five times more than the government does for people of the same qualification as the TVTI's. In addition, career growth is perceived to be faster in private industries. However, aside from the very competitive selection process, the major drawback pointed out is the possibility of retrenchment during hard times. In contrast, and

this is the main advantage oftentimes cited, there is security and stability in government employment. In addition, "there is no compulsion to work hard in government", as one official quite candidly put it. In India and Indonesia, the government employment option is preferred by many. Employment with private TVET institutions is not considered as an attractive alternative since majority of them, with few exceptions, provide much lesser salaries and benefits than does the government.

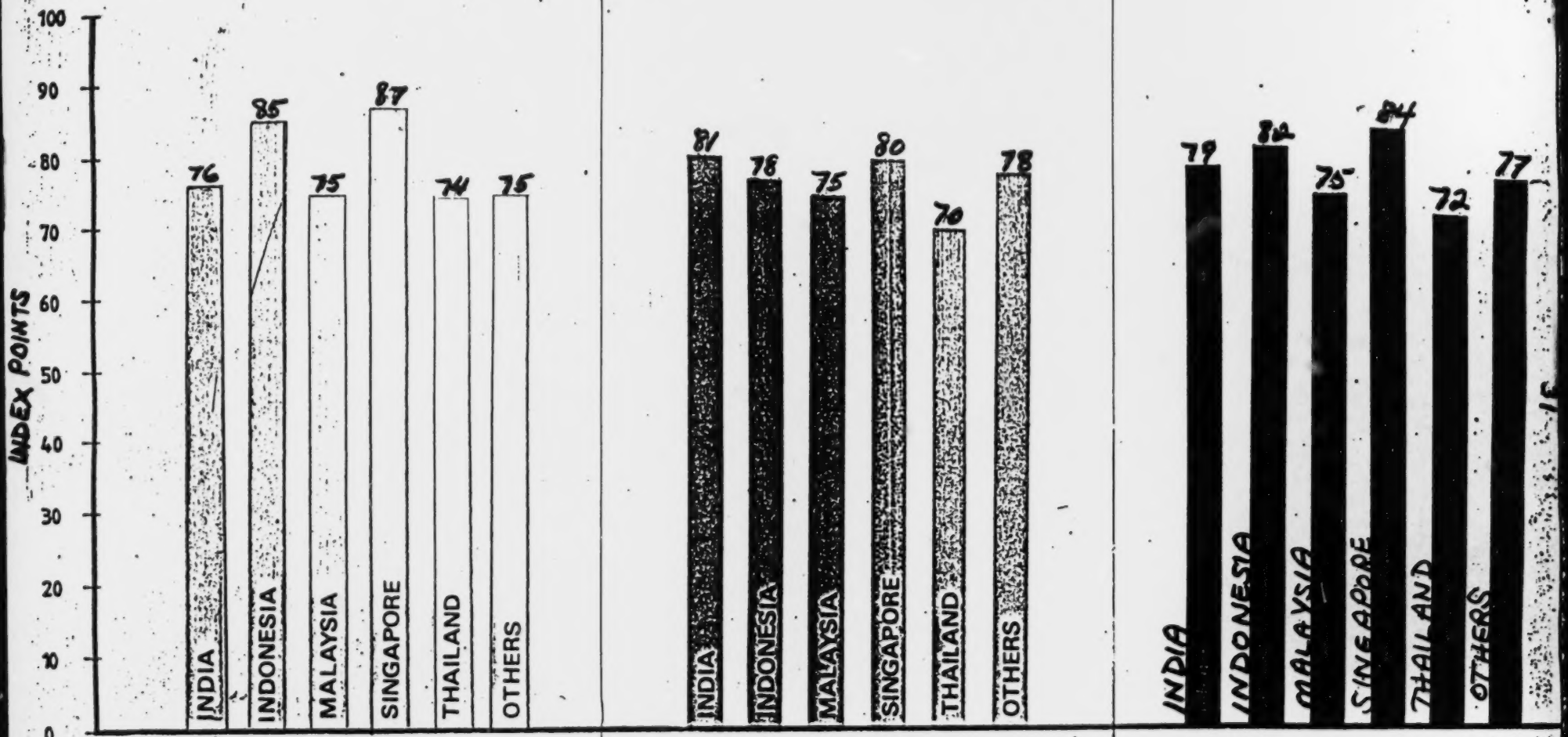
If this assessment is accurate, then it can be said that government employment still has some inherent attractiveness to a good number of people among whose ranks the TVTI's may be drawn from. The reasons why in many countries getting the right quantity and quality of TVTI's and making them productive is met with great difficulty may be gleaned from what the TVTIs themselves expressed in the survey.

B. Synthesis of Survey Results

The overall attitude of the TVTIs towards the job and the organization may be rated as above-average at 78 index points. (In the weighting system used in this survey 100 index points is outstanding, 60 average and 20 very poor). Inter-country variation are however noted with Singapore TVTIs expressing the highest level of satisfaction followed by Indonesia and India then the "other", Malaysia and Thailand in that order. This is illustrated in Figure 1. The reasons for inter-country variations will be evident as the other variables are examined.

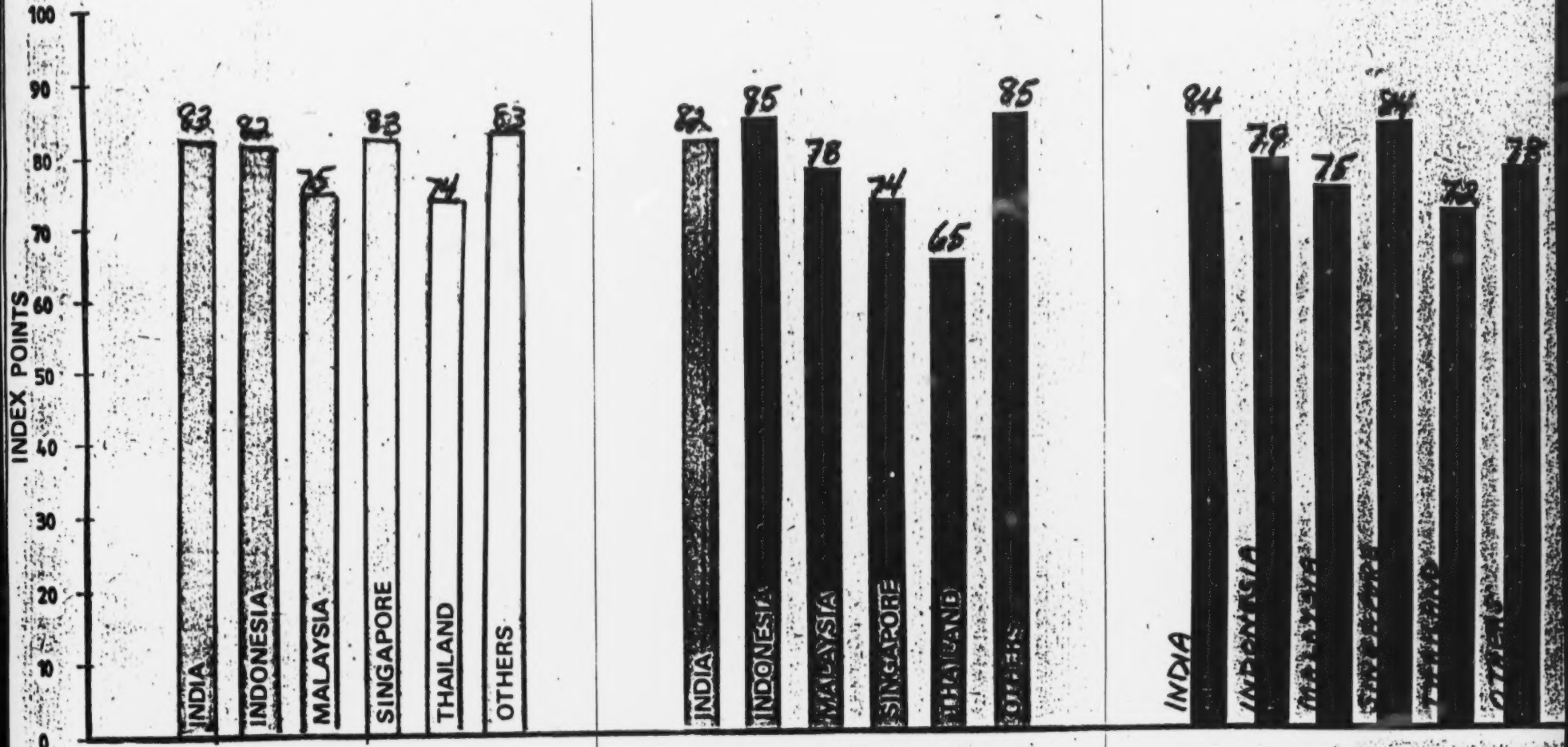
Three factors shown in Figure 2, appear to have attracted the respondents to become TVTIs in the first place and which later make them relatively happy on the job, namely: The job content, friendly interpersonal relation and job security and stability. The job is perceived as satisfying because aside from providing opportunity to maximize use of present skills and to learn new skills, its objectives still appeal to their lofty ideals. One respondent commented that he does not mind much the low salary and very few fringe benefits because "teaching is a noble profession". Another said that the job "gives me satisfaction because my ex-students are all over the country and doing well in their business." Interpersonal relations is perceived as informal and friendly probably because the situation is much less competitive and tense as in private business. Similarly, the job offers security as discussed earlier. In all three factors, TVTIs from Singapore, Indonesia and India consistently scored much higher than their counterparts from Malaysia and Thailand. These differences appear to be influenced by the degree of their dissatisfaction in the other factors.

The degree of dissatisfaction have been observed to be highest on four factors, namely: salaries and fringe benefits, work area, physical facilities. The summary of ratings are illustrated in Figure 3. It is interesting to note that the absolute value of salaries appears to have no correlation with the feeling of sufficiency. For instance, while the average salary of TVTIs in Malaysia is five times



OVERALL ATTITUDE TOWARDS THE JOB AND THE ORGANIZATION

FIGURE 1

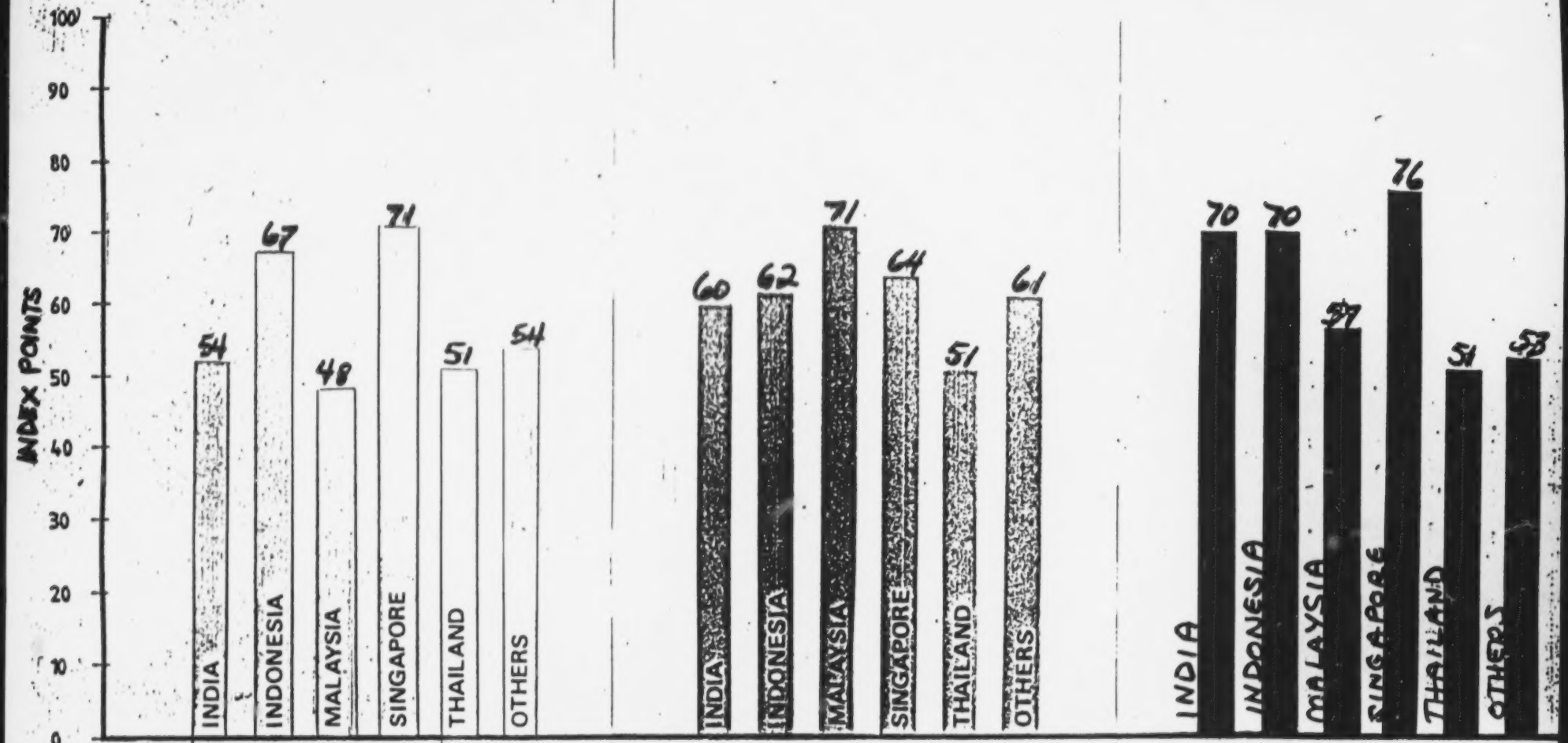


38

POSITIVE FACTORS

FIGURE 2

39

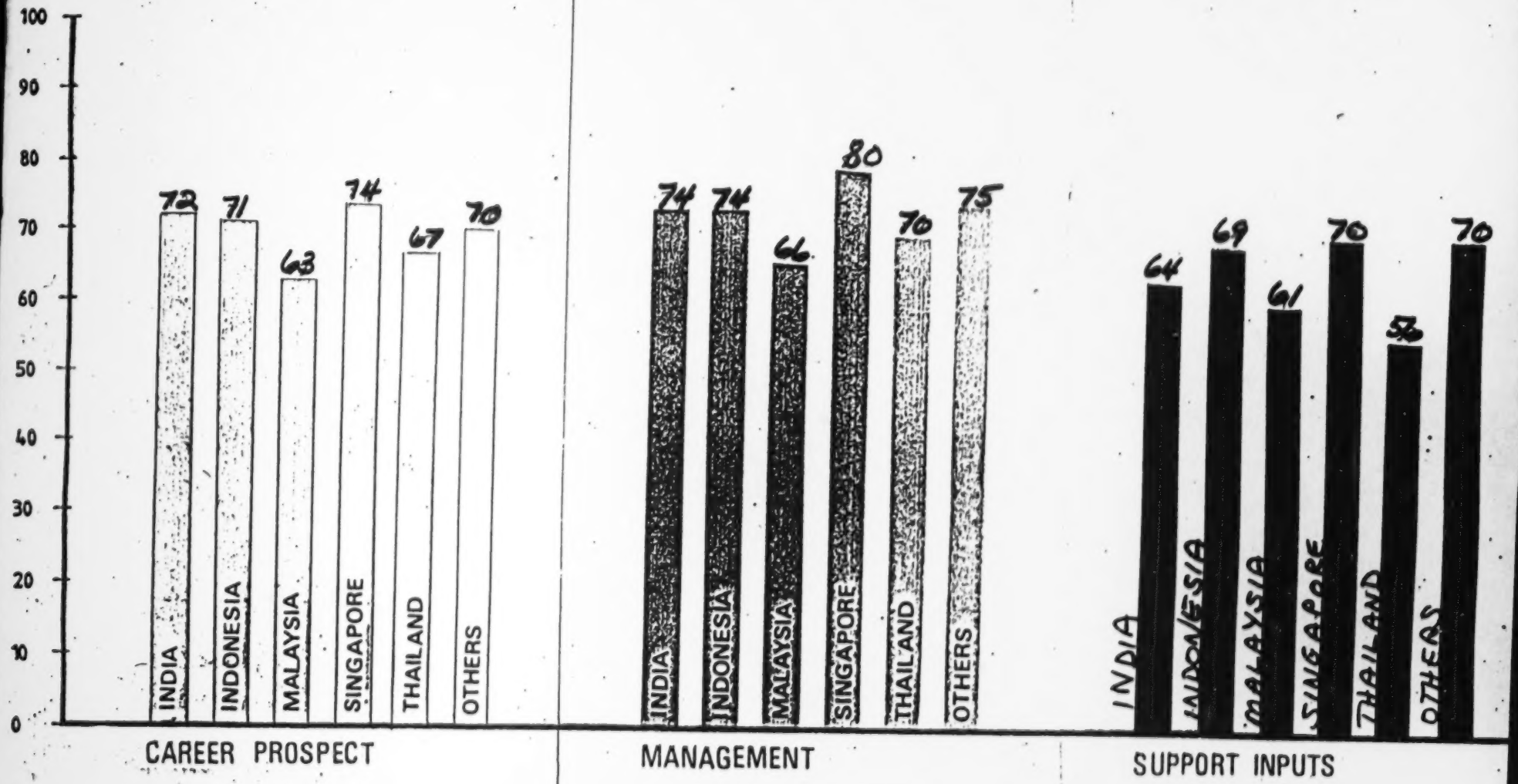


NEGATIVE FACTORS

FIGURE 3

more than those in Indonesia, the former's rating on the sufficiency of their salaries was only 48 index points as compared with the latter's 67 index points. A plausible explanation for this is that the more relevant comparison is between the salaries of TVTIs and their alternative job opportunities such as private industries within their own country rather than with other countries. Thus the higher the salary differential between the TVTIs and their counterpart in private business, and assuming a certain degree of mobility from the low to high paying jobs as in Malaysia, the greater the feeling of insufficiency of their own salaries. The case of Singapore is different because the salary level of TVTIs is competitive with industry. On work area, the relativity of the feeling of comfort or discomfort may still be operative, but in the case of the survey respondents, the rating they gave could reflect more of the state of physical condition of the particular institutions they are affiliated with and not necessarily of those of the majority. In other words, a respondent from a newly built, foreign-funded training center would certainly rate his work area comfortable although the rest of the training centers in the country are in poor condition. The same could be said for their ratings on physical facilities - workshops and laboratories. It is on these aspects that the insufficiency of the survey sample size make it difficult to make some inter-country comparisons. Suffice it to say that the majority of TVTIs from various countries who participated in the survey gave quite low ratings on these factors - work area and physical facilities.

Three other factors were rated just a little higher than average which is indicative of the need to take a closer look at them. These include: career prospects, management, and other support elements. A summary of survey results on these factors is graphically presented in Figure 4. Indicators for career prospects include the TVTIs perception on the clearness of the career path ahead, whether the job is a dead-end or not, the concern or opportunities for staff development, and the clarity of the requirements for promotion. Taking the composite rating on these indicators, the overall average is 70 index points which is quite low. Again, Singapore, India and Indonesia scored more than the average while Malaysia and Thailand, below the average. It would be presumptuous to offer a definitive explanation of this observation given the available information. However, one lead which is perhaps worth pursuing is on the availability of alternative jobs that the TVTIs could get within their respective countries given their qualifications and the degree of mobility from their present jobs to the perceived alternative. From interviews and discussions held in the course of the survey, the general impression gathered is that in countries like India and Indonesia, the degree of mobility of TVTIs in government is quite low precisely because the alternative jobs in private industries are limited and highly competitive. Thus, there is greater tendency for them to stick it out with their present jobs and build a career out of it. In Malaysia and Thailand, the alternative opportunities offered by industries are relatively more accessible to TVTIs. Turnover rates of TVTIs in these countries is observed to be higher than in India and Indonesia. In Singapore, the perception is that the career prospects of TVTIs in government are not too different compared with those in private industries.



43

FACTORS WHICH NEED IMPROVEMENT

FIGURE 4

44

Another reason for the low rating on career prospects particularly in Malaysia could be the policy requiring a first degree as a requisite for promotion to higher rank, and consequently on the pay rate. Among the respondents, TVTIs from Malaysia gave the most number of comments and a good number of them expressed dissatisfaction over this policy. One respondent commented: "This is the main frustration. There is a vast difference in the pay structure for graduate and non-graduate staff teaching the same thing to the same students." On the same subject, another respondent said: "There should not be any discrimination in pay between the graduates and non-graduates called upon to do the same job." In the case of Thailand, some steps have been taken to solve a similar problem. Recently, TVTIs lacking in academic qualification are given opportunities to advance by taking cognizance of their work experience as equivalent in weight to certain academic requirements. However, the maximum level they can attain is still limited. TVTIs who are civil servants (those with academic requirements) may go up to become chiefs or directors whereas the permanent employees (those without necessary academic qualifications) cannot aspire for such positions without further studies.

The next area that needs to be looked into is that of management. The indicators used include the TVTIs' perceptions on the adequacy of supervisory guidance, management support in terms of policies and logistics, and on feedback on performance. A similar pattern could be noted on the ratings - highest in Singapore followed by the "Others" category, then India and Indonesia. As usual, the lowest ratings were in Malaysia and Thailand. The other factors, lumped together under the heading "support elements" include such indicators as perceptions on the relevance of the curriculum, quality of student inputs, adequacy of staff development, and adequacy of management support. The same pattern of responses held consistently with Singapore, "Others", India and Indonesia giving the highest ratings and Malaysia and Thailand the lowest. Some of the respondents from these two countries mentioned "lack of qualification of supervisors", "incorrect management", "favoritism", and "bureaucracy". It would however be difficult to generalize these comments as true in most TVET institutions in these countries.

It would be interesting to find out how and to what extent each of the foregoing factors affect the overall satisfaction or dissatisfaction of the TVTIs. However, because of data limitations, we have to be satisfied in the meantime with tentative explanations and suppositions. But even at this stage some suggestions or recommendations may already be considered, at least for discussion purposes.

C. Agenda for Action

1. A Statement of National Commitment to TVET. If TVET were to attract the right number and the right kind of people into it, it is imperative that TVET should be perceived as high in the priority list of the government. This can be achieved not merely through official pronouncements but more importantly through funding allocations because a national commitment has to be both heard and seen. A clear perception

that TVET is a national priority engenders among the prospective TVTIs a sense of importance of their contribution to national development, on the one hand, and the expectation of favorable conditions of employment on the other.

2. Review of National Policies on TVET and TVTIs. Some national policies are viewed as inconsistent with the thrust on TVET. An example for this is the system of equivalents between academic qualifications and industrial work experience of TVTIs. In some countries like Thailand and India, this system has been established and recognized but not so in Malaysia. The need for autonomy and flexibility in setting policies of this nature at the level of the institutions should perhaps be studied more closely.

3. Enhancing Salaries and Fringe Benefits. This is not an easy thing to do because government salaries and benefits are normally fixed statutorily and applied throughout the country. The areas that may be examined more closely are those within the level of a Ministry or of an institution. The benefits that the TVTIs find most relevant are housing programs, hospitalization/medical benefits, retirement plan, car plan, and leaves. Studies may be undertaken as to how some aspects of these benefits could be enhanced without requiring national legislation. In addition, other benefits such as educational loans, opportunities for consultancies, international fellowships, etc. should likewise be looked into. But more important is how to upgrade the salary scale of TVTIs without creating an uproar from other government units.

4. Improving Management of TVET at the Institutional and National Levels. One of the dissatisfiers expressed by TVTIs is the lack of management capability of supervisors and department heads and, sometimes, of the head of the institution itself. Perhaps equal attention should be given to the training of supervisory and management staff as the technical training of the TVTIs.

At the national level, there is a crying need to coordinate the efforts of the various ministries or agencies involved in TVET. In many countries, there is a prevalent tendency for these agencies to work independently of each other causing needless duplication of resources and lack of common standard of quality and performance.

5. Need for Further Research. There is a need to validate and refine the findings of this study. But more important is the need to validate the implicit assumption on the correlation between the conditions of employment of TVTIs and their performance. It is the most logical starting point.

APPENDIXES

Regional Workshop on Technical/Vocational Teacher Training

SURVEY QUESTIONNAIRE

The purpose of this survey is to find out the remuneration system and conditions of employment of Trainers and Instructors in different Asian countries. Your answers will be useful in the preparation of a paper to be presented at the captioned Workshop and, in addition, guide policy makers in developing policies and programs that could make the job of Trainers and Instructors more satisfying. This questionnaire will be kept confidential.

This survey is useful only if you answer it honestly and completely. There are no correct or wrong answers. Give the answers that truly reflect how you feel or what you know. DO NOT SIGN YOUR NAME.

Part I

Please fill in the blank space provided opposite each item or check the box opposite each item where appropriate.

1. City/Country : _____
2. Age : _____
3. Sex : male ☐ female ☐
4. Civil Status : married ☐ single ☐
5. Position Title : _____
6. Qualification(s): _____
7. Area of Specialization (e.g. civil trades, chemistry, communication, etc.): _____

   _____
8. Contact hours with students:

   a. _____ hours per week

   b. _____ hours per year
9. Length of work experience in area of specialization: _____ years
10. Length of work experience in:

    a. Teaching : _____ years

    b. Non-teaching activities: _____ years

11. Type of organization you work with:

a. Government ☐ Private ☐ Semi-Government ☐

b. Academe ☐ Industry ☐ Others ☐

Part II

Please read each statement carefully and indicate your answer by checking the appropriate space provided opposite each statement.

	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Dis-Agree
1. Considering everything, I am satisfied with my job	___	___	___	___	___
2. I have the opportunity to learn new skills in my job	___	___	___	___	___
3. My job makes use of many things I can do well	___	___	___	___	___
4. I can see clear career paths for my development in this job	___	___	___	___	___
5. I feel I am in a "dead-end" job	___	___	___	___	___
6. The requirements for promotion in my job are reasonably clear	___	___	___	___	___
7. Inter-personal relations among employees tend to be friendly and informal	___	___	___	___	___
8. My supervisor provides the help, training and guidance necessary to improve my performance	___	___	___	___	___
9. This organization pays enough concern for the continuing development of its trainors and instructors	___	___	___	___	___
10. I know where I stand with my superiors regarding my performance	___	___	___	___	___
11. Management provides adequate resources for me to be able to do my job right	___	___	___	___	___

	Strongly Agree	Agree	Neutral	Dis-Agree	Strongly Dis-Agree
12. My work area is often physically uncomfortable (too hot, too cold, stuffy)	—	—	—	—	—
13. Relative to other similar organizations, my organization provides better salaries and fringe benefits	—	—	—	—	—
14. I feel secure and stable in my job in this organization	—	—	—	—	—
15. I am proud to tell my friends what organization I work for	—	—	—	—	—

Part III

In a scale of 1-10, with 1 representing very poor and 10 representing excellent, please rate the following items related to your job by encircling the appropriate number provided opposite each item.

1.	a.	Quantity of workshop equipment	1	2	3	4	5	6	7	8	9	10
	b.	Quality of workshop equipment	1	2	3	4	5	6	7	8	9	10
2.	a.	Quantity of laboratory equipment	1	2	3	4	5	6	7	8	9	10
	b.	Quality of laboratory equipment	1	2	3	4	5	6	7	8	9	10
3.		Availability of workshop materials	1	2	3	4	5	6	7	8	9	10
4.		Availability of laboratory materials	1	2	3	4	5	6	7	8	9	10
5.		Relevance of the curriculum	1	2	3	4	5	6	7	8	9	10
6.		Quality of student inputs (in terms of preparedness to tackle the curriculum)	1	2	3	4	5	6	7	8	9	10
7.		Adequacy of staff development program	1	2	3	4	5	6	7	8	9	10
8.		Adequacy of management support	1	2	3	4	5	6	7	8	9	10

Part IV

Please rate the following items related to the compensation and fringe benefits that your organization provides its employees by checking the appropriate space provided opposite each item.

	Very Sufficient	Sufficient	Insufficient	Very Insufficient	None At All
1. Salary	___	___	___	___	___
2. Allowances for:					
a. Transportation	___	___	___	___	___
b. Clothing/food	___	___	___	___	___
c. Dependents	___	___	___	___	___
d. Others (specify)	___	___	___	___	___
3. Vacation leave	___	___	___	___	___
4. Sick leave	___	___	___	___	___
5. Death benefits	___	___	___	___	___
6. Hospitalization/medical services	___	___	___	___	___
7. Insurance	___	___	___	___	___
8. Retirement plan	___	___	___	___	___
9. Credit facilities	___	___	___	___	___
10. Car plan	___	___	___	___	___
11. Housing program	___	___	___	___	___
12. Scholarship grants	___	___	___	___	___
13. Professional chairs	___	___	___	___	___
14. Educational loans	___	___	___	___	___
15. Merit salary increases	___	___	___	___	___
16. Travel	___	___	___	___	___
17. Bonus/profit sharing	___	___	___	___	___
18. Opportunities for additional income (e.g. consultancies)	___	___	___	___	___

Please list down five (5) of the above fringe benefits (other than salary) which you feel are most relevant to you.

1. _____
2. _____
3. _____
4. _____
5. _____

Please list down five (5) of the above fringe benefits (other than salary) which you feel are least relevant to you.

1. _____
2. _____
3. _____
4. _____
5. _____

Part V

If you wish to offer any suggestions or comments about any of the topics covered in this survey, you may use the space below. You are not asked to write anything unless you want to. Do not sign your name.

Comments/suggestions about your job:

Comments/suggestions about the salary and fringe benefits:

Comments/suggestions about related policies and programs:

Any other comments/suggestions:

Thank you for your cooperation.

Please return completed questionnaire to:
Education Division
(Regional Workshop on Technical/Vocational Teacher Training)
Asian Development Bank
P. O. Box 789
Manila, Philippines

INDIA
Summary of Survey Results

I.	Attitude Towards the Job	SA	A	N	DA	SD	Index a/
1.	Overall satisfaction	6	10	3	2	1	76
2.	Opportunity to learn new skills	8	10	2	2	0	82
3.	Maximize use of skills	5	13	3	0	1	83
4.	Clear career path	4	10	2	3	2	70
5.	Not dead-end job	11	6	2	1	1	84
6.	Clear requirements for promotion	3	9	5	3	2	67
7.	Friendly interpersonal relations	6	12	4	0	0	82
8.	Supervisory guidance	3	11	5	2	1	72
9.	Concern for staff development	7	3	5	6	1	68
10.	Feedback on performance	5	14	3	0	0	86
11.	Adequate management support	2	10	3	5	2	65
12.	Comfortable work area	2	9	2	5	4	60
13.	Better salaries and benefits	1	3	7	8	3	52
14.	Security on the job	8	11	0	2	0	84
15.	Pride in the organization	8	9	3	2	0	81
	Average						74

Legend:

	Weight
SA - Strongly Agree	10
A - Agree	8
N - Neutral	6
DA - Disagree	4
SD - Strongly Disagree	2

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide it by the number of respondends to the question/item, then multiply by 10.

II. Teaching Environment	1	2	3	4	5	6	7	8	9	10	Index a/
1. a. Quantity of workshop equipment	1	0	0	0	1	3	2	7	3	3	76
b. Quality of workshop equipment	0	0	0	1	1	1	4	4	5	3	79
2. a. Quantity of laboratory equipment	3	0	1	0	2	1	2	4	1	3	63
b. Quality of laboratory equipment	2	0	0	0	3	0	1	3	4	3	71
3. Availability of workshop materials	0	0	0	2	1	2	6	3	2	2	72
4. Availability of laboratory materials	3	0	0	2	2	4	1	2	1	2	57
5. Relevance of curriculum	0	0	0	2	1	4	5	3	0	5	73
6. Quality of student inputs	0	0	1	2	4	4	1	4	1	3	67
7. Adequacy of staff development program	1	0	4	1	6	3	3	0	0	3	55
8. Adequacy of management support	1	0	4	2	1	3	6	1	1	3	60
Average											67

Legend:

	Weight
1 - Very Poor	1
.	.
.	.
.	.
.	.
10 - Excellent	10

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide by the number of respondents to the question/item, then multiply by 10.

III. Salary and Fringe Benefits	VS	S	I	VI	NAA	Index a/
1. Salary	0	8	10	3	0	65
2. a. Transportation allowance	0	2	4	0	15	33
b. Food/clothing allowance	0	2	3	3	13	34
c. Dependents' allowance	0	1	4	5	11	35
3. Vacation leave	1	9	1	1	7	56
4. Sick leave	2	17	1	1	1	76
5. Death benefits	1	9	8	2	2	65
6. Medical benefits	0	11	7	3	1	65
7. Insurance	1	7	11	2	1	65
8. Retirement plan	2	12	4	0	3	70
9. Credit facilities	1	1	7	2	11	41
10. Car plan	0	1	3	3	11	33
11. Housing program	0	5	8	5	2	56
12. Scholarship grants	1	1	3	4	12	36
13. Professional chairs	0	1	5	1	12	35
14. Educational loans	0	1	4	1	14	32
15. Merit salary increase	0	0	4	1	16	29
16. Travel	0	5	8	6	1	57
17. Bonus	0	2	4	4	11	37
18. Opportunity for additional income	0	0	3	6	12	31
Average						48

Legend:
VS - Very Sufficient
S - Sufficient
I - Insufficient
VI - Very Insufficient
NAA - None at All

a/ Same as preceeding tables

IV.	Most/Least Relevant Benefits	Most Relevant No.	Most Relevant %	Least Relevant No.	Least Relevant %
1.	Transportation allowance	8	36.4	2	9.1
2.	Clothing/food allowance	2	9.1	5	22.7
3.	Dependents' allowance	4	18.2	1	4.5
4.	Vacation leave	3	13.6	6	27.3
5.	Sick leave	5	22.7	3	13.6
6.	Death benefits	5	22.7	2	9.1
7.	Medical benefits	9	40.9	0	0
8.	Insurance	7	31.8	4	18.2
9.	Retirement plan	10	45.5	0	0
10.	Credit facilities	3	13.6	9	40.9
11.	Car plan	4	18.2	11	50.0
12.	Housing program	11	50.0	3	13.6
13.	Scholarship grants	3	13.6	6	27.3
14.	Professional chairs	2	9.1	5	22.7
15.	Educational loan	2	9.1	9	40.9
16.	Merit salary increases	9	40.9	3	13.6
17.	Travel	6	27.3	4	18.2
18.	Bonus	7	31.8	8	36.4
19.	Opportunities for additional income	4	18.2	6	27.3

Note: Percentages are based on the total number of respondents as denominator (i.e., 22 respondents)

INDONESIA
Summary of Survey Results

I.	Attitude Towards the Job	SA	A	N	DA	SD	Index a/
1.	Overall satisfaction	7	14	1	0	0	85
2.	Opportunity to learn new skills	8	13	1	0	0	86
3.	Maximize use of skills	3	13	6	0	0	77
4.	Clear career path	1	10	6	4	0	71
5.	Not dead-end job	1	15	2	3	1	68
6.	Clear requirements for promotion	0	13	8	0	0	72
7.	Friendly interpersonal relations	3	15	4	0	0	85
8.	Supervisory guidance	2	11	1	7	1	65
9.	Concern for staff development	3	10	7	1	1	72
10.	Feedback on performance	2	18	2	0	0	80
11.	Adequate management support	1	16	5	0	0	76
12.	Comfortable work area	0	8	8	6	0	62
13.	Better salaries and benefits	3	5	11	3	0	67
14.	Security on the job	1	19	2	0	0	79
15.	Pride in the organization	6	8	8	0	0	78
	Average						75

Legend:

	Weight
SA - Strongly Agree	10
A - Agree	8
N - Neutral	6
DA - Disagree	4
SD - Strongly Disagree	2

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide it by the number of respondends to the question/item, then multiply by 10.

II. Teaching Environment	1	2	3	4	5	6	7	8	9	10	Index a/
1. a. Quantity of workshop equipment	0	0	0	0	0	6	5	5	2	3	73
b. Quality of workshop equipment	0	0	0	0	0	7	6	4	4	0	72
2. a. Quantity of laboratory equipment	0	0	0	2	3	5	2	3	1	3	68
b. Quality of laboratory equipment	0	0	0	1	2	6	2	6	2	0	68
3. Availability of workshop materials	0	0	0	0	2	6	6	3	4	0	70
4. Availability of laboratory materials	0	0	0	0	2	6	6	4	1	0	68
5. Relevance of curriculum	0	0	0	0	1	8	4	7	2	0	70
6. Quality of student inputs	0	0	0	0	3	5	9	2	1	0	67
7. Adequacy of staff development program	0	0	0	0	2	4	12	3	1	0	68
8. Adequacy of management support	0	0	0	0	1	2	14	3	2	0	71
Average											70

Legend:

	Weight
1 - Very Poor	1
.	.
.	.
.	.
.	.
10 - Excellent	10

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide by the number of respondents to the question/item, then multiply by 10.

III. Salary and Fringe Benefits	VS	S	I	VI	NAA	Index a/
1. Salary	0	18	4	0	0	76
2. a. Transportation allowance	0	0	7	2	9	38
b. Food/clothing allowance	0	11	6	2	1	67
c. Dependents' allowance	0	4	1	0	14	35
3. Vacation leave	0	5	12	1	4	56
4. Sick leave	0	6	11	1	3	59
5. Death benefits	0	2	14	0	5	52
6. Medical benefits	0	6	15	1	0	65
7. Insurance	0	3	12	0	5	53
8. Retirement plan	0	8	2	1	10	48
9. Credit facilities	0	1	6	0	13	35
10. Car plan	0	3	3	0	14	35
11. Housing program	5	6	1	0	10	56
12. Scholarship grants	0	3	4	0	13	37
13. Professional chairs	0	2	3	0	15	32
14. Educational loans	0	3	2	1	14	34
15. Merit salary increase	0	3	11	0	6	51
16. Travel	1	7	2	1	11	47
17. Bonus	0	2	2	0	16	30
18. Opportunity for additional income	0	3	7	0	11	42
Average						47

Legend:
VS - Very Sufficient
S - Sufficient
I - Insufficient
VI - Very Insufficient
NAA - None at All

a/ Same as preceeding tables

MALAYSIA
Summary of Survey Results

I.	Attitude Towards the Job	SA	A	N	DA	SD	Index a/
1.	Overall satisfaction	2	14	3	2	0	75
2.	Opportunity to learn new skills	5	10	4	2	0	77
3.	Maximize use of skills	1	15	2	3	0	73
4.	Clear career path	2	11	2	5	1	68
5.	Not dead-end job	2	6	4	6	3	58
6.	Clear requirements for promotion	0	5	9	5	1	58
7.	Friendly interpersonal relations	3	13	5	0	0	78
8.	Supervisory guidance	0	7	8	6	0	61
9.	Concern for staff development	2	6	11	2	0	68
10.	Feedback on performance	1	13	6	1	0	73
11.	Adequate management support	0	10	6	5	0	65
12.	Comfortable work area	0	14	5	2	0	71
13.	Better salaries and benefits	0	2	7	9	3	48
14.	Security on the job	3	10	4	2	0	75
15.	Pride in the organization	7	4	8	2	0	75
	Average						68

Legend:

	Weight
SA - Strongly Agree	10
A - Agree	8
N - Neutral	6
DA - Disagree	4
SD - Strongly Disagree	2

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide it by the number of respondends to the question/item, then multiply by 10.

II. Teaching Environment	1	2	3	4	5	6	7	8	9	10	Index a/
1. a. Quantity of workshop equipment	0	0	0	3	6	3	5	3	1	0	61
b. Quality of workshop equipment	0	1	2	2	4	2	6	2	1	0	58
2. a. Quantity of laboratory equipment	0	2	0	3	4	2	3	0	1	1	55
b. Quality of laboratory equipment	0	1	1	5	4	1	3	0	1	0	51
3. Availability of workshop materials	0	0	0	5	2	4	5	3	2	0	62
4. Availability of laboratory materials	1	0	1	5	3	2	0	3	1	0	53
5. Relevance of curriculum	0	1	0	0	2	4	4	5	4	1	71
6. Quality of student inputs	0	0	0	4	4	7	3	2	0	0	58
7. Adequacy of staff development program	0	0	2	2	4	4	4	4	0	0	59
8. Adequacy of management support	0	1	0	4	5	5	4	2	0	0	56
Average											58

Legend:

	Weight
1 - Very Poor	1
.	.
.	.
.	.
.	.
10 - Excellent	10

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide by the number of respondents to the question/item, then multiply by 10.

III. Salary and Fringe Benefits	VS	S	I	VI	NAA	Index a/
1. Salary	0	7	13	1	0	66
2. a. Transportation allowance	0	6	12	1	2	61
b. Food/clothing allowance	0	6	5	2	8	49
c. Dependents' allowance	0	4	1	1	13	36
3. Vacation leave	1	14	3	1	2	70
4. Sick leave	2	17	2	0	0	80
5. Death benefits	0	4	4	3	9	43
6. Medical benefits	1	16	4	0	0	77
7. Insurance	0	3	1	3	13	34
8. Retirement plan	0	13	6	0	1	71
9. Credit facilities	0	9	2	1	8	52
10. Car plan	0	13	7	0	1	70
11. Housing program	1	16	1	1	2	72
12. Scholarship grants	0	5	7	3	6	50
13. Professional chairs	0	2	2	5	9	37
14. Educational loans	0	1	5	2	13	34
15. Merit salary increase	0	2	5	1	13	36
16. Travel	0	4	6	2	9	45
17. Bonus	0	0	3	1	15	27
18. Opportunity for additional income	0	1	5	1	14	33
Average						52

Legend:
VS - Very Sufficient
S - Sufficient
I - Insufficient
VI - Very Insufficient
NAA - None at All

a/ Same as preceeding tables

IV. Most/Least Relevant Benefits	Most Relevant No.	Most Relevant %	Least Relevant No.	Least Relevant %
1. Transportation allowance	6	28.6	0	0
2. Clothing/food allowance	1	4.8	0	0
3. Dependents' allowance	0	0	2	9.5
4. Vacation leave	8	38.1	2	9.5
5. Sick leave	5	23.8	1	4.8
6. Death benefits	0	0	4	19.0
7. Medical benefits	6	28.6	0	0
8. Insurance	1	4.8	6	28.6
9. Retirement plan	7	33.3	0	0
10. Credit facilities	0	0	7	33.3
11. Car plan	8	38.1	1	4.8
12. Housing program	9	42.9	0	0
13. Scholarship grants	5	23.8	1	4.8
14. Professional chairs	3	14.3	6	28.6
15. Educational loan	4	19.0	3	14.3
16. Merit salary increases	4	19.0	4	19.0
17. Travel	1	4.8	4	19.0
18. Bonus	1	4.8	8	38.1
19. Opportunities for additional income	2	9.5	7	33.3

Note: Percentages are based on the total number of respondents as denominator (i.e., 22 respondents)

SINGAPORE
Summary of Survey Results

I.	Attitude Towards the Job	SA	A	N	DA	SD	Index a/
1.	Overall satisfaction	6	12	0	0	0	87
2.	Opportunity to learn new skills	5	8	3	0	0	83
3.	Maximize use of skills	4	11	2	0	0	82
4.	Clear career path	2	9	6	0	0	75
5.	Not dead-end job	0	6	0	8	2	66
6.	Clear requirements for promotion	0	13	5	0	0	74
7.	Friendly interpersonal relations	4	9	3	2	0	74
8.	Supervisory guidance	6	9	1	1	1	80
9.	Concern for staff development	5	11	0	2	0	81
10.	Feedback on performance	1	16	1	0	0	80
11.	Adequate management support	3	12	3	0	0	80
12.	Comfortable work area	3	1	5	7	2	64
13.	Better salaries and benefits	0	10	8	0	0	71
14.	Security on the job	5	12	1	0	0	84
15.	Pride in the organization	4	11	2	1	0	80
	Average						77

Legend:

	Weight
SA - Strongly Agree	10
A - Agree	8
N - Neutral	6
DA - Disagree	4
SD - Strongly Disagree	2

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide it by the number of respondends to the question/item, then multiply by 10.

II. Teaching Environment	1	2	3	4	5	6	7	8	9	10	Index a/
1. a. Quantity of workshop equipment	0	0	0	1	1	1	2	3	2	2	76
b. Quality of workshop equipment	0	0	0	1	1	1	2	4	2	0	72
2. a. Quantity of laboratory equipment	0	0	0	0	1	0	2	3	0	1	76
b. Quality of laboratory equipment	0	0	0	0	0	2	2	2	1	0	73
3. Availability of workshop materials	0	0	0	0	0	1	2	5	1	3	83
4. Availability of laboratory materials	0	0	0	0	0	2	2	1	0	2	77
5. Relevance of curriculum	0	1	0	0	1	2	5	4	2	2	73
6. Quality of student inputs	0	0	3	0	3	2	2	5	0	1	64
7. Adequacy of staff development program	0	0	0	2	0	1	2	6	2	1	74
8. Adequacy of management support	0	0	1	2	1	2	1	4	3	1	69
Average											74

Legend:

	Weight
1 - Very Poor	1
.	.
.	.
.	.
.	.
10 - Excellent	10

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide by the number of respondents to the question/item, then multiply by 10.

III. Salary and Fringe Benefits	VS	S	I	VI	NAA	Index a/
1. Salary	0	18	0	0	0	80
2. a. Transportation allowance	0	13	1	0	0	76
b. Food/clothing allowance	0	3	1	0	4	48
c. Dependents' allowance	0	5	0	0	5	50
3. Vacation leave	2	13	0	1	0	81
4. Sick leave	1	17	0	0	0	81
5. Death benefits	0	10	2	1	4	61
6. Medical benefits	1	16	1	0	0	80
7. Insurance	0	6	2	2	5	52
8. Retirement plan	0	8	1	0	6	55
9. Credit facilities	0	8	0	0	7	52
10. Car plan	0	17	1	0	0	79
11. Housing program	1	17	0	0	0	81
12. Scholarship grants	1	14	3	0	0	78
13. Professional chairs	0	7	2	0	2	65
14. Educational loans	0	7	3	0	5	49
15. Merit salary increase	0	12	5	0	0	74
16. Travel	0	5	3	1	2	60
17. Bonus	0	3	3	0	6	45
18. Opportunity for additional income	0	9	5	0	1	69
Average						66

Legend:
VS - Very Sufficient
S - Sufficient
I - Insufficient
VI - Very Insufficient
NAA - None at All

a/ Same as preceeding tables

IV. Most/Least Relevant Benefits	Most Relevant No.	Most Relevant %	Least Relevant No.	Least Relevant %
1. Salary	-	-	-	-
2. a. Transportation allowance	4	22.2	-	-
b. Clothing/food allowance	-	-	3	16.7
c. Dependents' allowance	-	-	2	11.1
3. Vacation leave	9	50.0	1	5.6
4. Sick leave	6	33.3	-	-
5. Death benefits	1	5.6	4	22.2
6. Medical benefits	15	83.3	-	-
7. Insurance	3	16.7	6	33.3
8. Retirement plan	3	16.7	5	27.8
9. Credit facilities	1	5.6	7	38.9
10. Car plan	8	44.4	5	27.8
11. Housing program	10	55.6	5	27.8
12. Scholarship grants	3	16.7	3	16.7
13. Professional chairs	1	5.6	3	16.7
14. Educational loan	1	5.6	5	27.8
15. Merit salary increases	2	11.1	1	5.6
16. Travel	3	16.7	8	44.4
17. Bonus	1	5.6	8	44.4
18. Opportunities for additional income	1	5.6	1	5.6

Note: Percentages are based on the total number of respondents as denominator (i.e., 22 respondents)

THAILAND
Summary of Survey Results

I. Attitude Towards the Job	SA	A	N	DA	SD	Index a/
1. Overall satisfaction	3	13	9	1	0	74
2. Opportunity to learn new skills	3	17	5	1	0	77
3. Maximize use of skills	2	12	11	0	1	71
4. Clear career path	0	12	13	1	0	68
5. Not dead-end job	1	8	11	4	2	62
6. Clear requirements for promotion	2	13	10	0	1	72
7. Friendly interpersonal relations	0	10	13	3	0	65
8. Supervisory guidance	1	16	5	2	2	69
9. Concern for staff development	1	13	7	4	1	67
10. Feedback on performance	0	10	13	2	1	65
11. Adequate management support	0	13	10	0	3	65
12. Comfortable work area	0	5	8	9	4	51
13. Better salaries and benefits	0	2	14	6	4	51
14. Security on the job	4	10	10	1	1	72
15. Pride in the organization	2	15	5	2	2	70
Average						67

Legend:

	Weight
SA - Strongly Agree	10
A - Agree	8
N - Neutral	6
DA - Disagree	4
SD - Strongly Disagree	2

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide it by the number of respondends to the question/item, then multiply by 10.

II. Teaching Environment	1	2	3	4	5	6	7	8	9	10	Index a/
1. a. Quantity of workshop equipment	1	1	0	9	4	2	4	3	1	0	49
b. Quality of workshop equipment	1	0	2	6	6	2	2	3	1	0	52
2. a. Quantity of laboratory equipment	2	3	3	6	6	2	1	2	1	0	44
b. Quality of laboratory equipment	3	1	3	6	5	2	3	2	1	0	47
3. Availability of workshop materials	1	0	1	2	5	7	5	3	1	0	59
4. Availability of laboratory materials	3	0	2	1	4	12	4	1	0	0	56
5. Relevance of curriculum	2	0	2	1	7	2	9	3	0	0	56
6. Quality of student inputs	0	2	1	2	4	2	10	3	1	1	62
7. Adequacy of staff development program	1	1	3	5	6	1	6	2	0	1	52
8. Adequacy of management support	2	0	4	3	4	1	8	3	0	1	55
Average											53

Legend:

	Weight
1 - Very Poor	1
.	.
.	.
.	.
.	.
10 - Excellent	10

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide by the number of respondents to the question/item, then multiply by 10.

III. Salary and Fringe Benefits	VS	S	I	VI	NAA	Index a/
1. Salary	0	9	11	5	0	63
2. a. Transportation allowance	0	11	7	4	4	59
b. Food/clothing allowance	0	8	7	4	7	52
c. Dependents' allowance	0	6	13	3	4	56
3. Vacation leave	0	10	12	3	1	64
4. Sick leave	2	16	6	2	0	74
5. Death benefits	0	10	9	3	3	61
6. Medical benefits	1	12	3	7	3	61
7. Insurance	0	5	4	2	15	39
8. Retirement plan	0	12	9	3	2	64
9. Credit facilities	0	10	9	2	4	60
10. Car plan	0	2	12	2	10	48
11. Housing program	0	2	6	4	13	38
12. Scholarship grants	0	2	15	4	4	52
13. Professional chairs	0	4	10	5	7	48
14. Educational loans	0	6	7	3	10	47
15. Merit salary increase	0	5	10	7	4	52
16. Travel	2	3	12	7	2	57
17. Bonus	0	0	2	6	18	28
18. Opportunity for additional income	0	4	12	7	3	53
Average						54

Legend:
VS - Very Sufficient
S - Sufficient
I - Insufficient
VI - Very Insufficient
NAA - None at All

a/ Same as preceeding tables

IV.	Most/Least Relevant Benefits	Most Relevant No.	Most Relevant %	Least Relevant No.	Least Relevant %
1.	Transportation allowance	2	7.7	1	3.8
2.	Clothing/food allowance	1	3.8	1	3.8
3.	Dependents' allowance	1	3.8	0	0
4.	Vacation leave	4	15.4	0	0
5.	Sick leave	3	11.5	0	0
6.	Death benefits	1	3.8	3	11.5
7.	Medical benefits	7	26.9	0	0
8.	Insurance	8	30.8	4	15.4
9.	Retirement plan	0	0	2	7.7
10.	Credit facilities	2	7.7	3	11.5
11.	Car plan	4	15.4	2	7.7
12.	Housing program	10	38.5	1	3.8
13.	Scholarship grants	3	11.5	1	3.8
14.	Professional chairs	1	3.8	3	11.5
15.	Educational loan	7	26.9	2	7.7
16.	Merit salary increases	5	19.2	1	3.8
17.	Travel	2	7.7	3	11.5
18.	Bonus	5	19.2	1	3.8
19.	Opportunities for additional income	3	11.5	1	3.8

Note: Percentages are based on the total number of respondents as denominator (i.e., 22 respondents)

OTHER COUNTRIES
Summary of Survey Results

I.	Attitude Towards the Job	SA	A	N	DA	SD	Index a/
1.	Overall satisfaction	7	7	3	3	1	75
2.	Opportunity to learn new skills	7	9	3	1	1	79
3.	Maximize use of skills	9	10	2	-	-	87
4.	Clear career path	5	8	6	2	-	75
5.	Not dead-end job	4	7	8	2	-	72
6.	Clear requirements for promotion	-	8	9	4	-	64
7.	Friendly interpersonal relations	10	6	5	-	-	85
8.	Supervisory guidance	3	13	3	1	1	75
9.	Concern for staff development	5	7	6	1	2	71
10.	Feedback on performance	5	14	2	-	-	83
11.	Adequate management support	-	13	2	4	1	57
12.	Comfortable work area	1	4	11	5	-	61
13.	Better salaries and benefits	3	1	5	11	1	54
14.	Security on the job	4	10	5	2	-	75
15.	Pride in the organization	7	8	3	3	-	78
	Average						73

Legend:

	Weight
SA - Strongly Agree	10
A - Agree	8
N - Neutral	6
DA - Disagree	4
SD - Strongly Disagree	2

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide it by the number of respondends to the question/item, then multiply by 10.

II. Teaching Environment	1	2	3	4	5	6	7	8	9	10	Index a/
1. a. Quantity of workshop equipment	1	-	1	6	1	2	2	6	1	-	58
b. Quality of workshop equipment	-	-	1	5	2	2	4	3	3	-	62
2. a. Quantity of laboratory equipment	3	-	2	6	-	1	-	4	-	-	44
b. Quality of laboratory equipment	2	-	2	3	3	2	2	2	-	-	48
3. Availability of workshop materials	-	1	2	1	4	3	3	5	1	-	60
4. Availability of laboratory materials	2	1	4	3	1	1	2	1	1	-	44
5. Relevance of curriculum	-	1	-	1	2	2	-	6	4	4	76
6. Quality of student inputs	-	-	1	-	1	2	5	5	3	2	75
7. Adequacy of staff development program	-	1	1	3	6	1	4	4	1	-	58
8. Adequacy of management support	-	1	-	1	4	2	2	5	4	2	71
Average											75

Legend:

	Weight
1 - Very Poor	1
.	.
.	.
.	.
.	.
10 - Excellent	10

a/ To compute the index, multiply the frequency count in each category by the corresponding weight, get the sum and divide by the number of respondents to the question/item, then multiply by 10.

III. Salary and Fringe Benefits	VS	S	I	VI	NAA	Index a/
1. Salary	-	7	10	4	-	63
2. a. Transportation allowance	0	2	7	1	11	40
b. Food/clothing allowance	-	1	8	4	8	42
c. Dependents' allowance	-	1	2	3	15	30
3. Vacation leave	3	12	3	1	2	72
4. Sick leave	2	11	5	-	3	69
5. Death benefits	-	5	3	2	11	42
6. Medical benefits	-	4	5	5	7	46
7. Insurance	-	1	4	1	15	31
8. Retirement plan	-	5	4	3	9	45
9. Credit facilities	-	3	1	4	13	34
10. Car plan	-	2	2	-	17	30
11. Housing program	-	1	2	2	14	29
12. Scholarship grants	-	4	5	4	8	45
13. Professional chairs	1	2	2	2	14	35
14. Educational loans	-	-	2	2	17	26
15. Merit salary increase	-	3	5	5	8	43
16. Travel	-	5	3	3	10	43
17. Bonus	3	1	1	1	15	37
18. Opportunity for additional income	-	3	2	1	15	32
Average						46

Legend:
VS - Very Sufficient
S - Sufficient
I - Insufficient
VI - Very Insufficient
NAA - None at All

a/ Same as preceeding tables

IV.	Most/Least Relevant Benefits	Most Relevant No.	Most Relevant %	Least Relevant No.	Least Relevant %
1.	Salary	1	4.8	-	-
2.	(a) Transportation allowance	5	23.8	2	9.5
	(b) Clothing/food allowance	-	-	5	23.8
	(c) Dependents' allowance	-	-	-	-
3.	Vacation leave	4	19.0	2	9.5
4.	Sick leave	3	14.3	2	9.5
5.	Death benefits	4	19.0	4	19.0
6.	Medical benefits	11	52.4	-	-
7.	Insurance	9	42.9	5	23.8
8.	Retirement plan	14	66.7	1	4.8
9.	Credit facilities	7	33.3	7	33.3
10.	Car plan	2	9.5	12	57.1
11.	Housing program	15	71.4	5	23.8
12.	Scholarship grants	8	38.1	1	4.8
13.	Professional chairs	1	4.8	11	52.4
14.	Educational loan	5	23.8	7	33.3
15.	Merit salary increases	6	28.6	2	9.5
16.	Travel	-	-	12	57.1
17.	Bonus	-	-	6	28.6
18.	Opportunities for additional income	3	14.3	3	14.3

Note: Percentages are based on the total number of respondents as denominator (i.e., 22 respondents)